

A FOLLOW-UP STUDY OF DOCTOR OF EDUCATION  
STUDENTS AT DRAKE UNIVERSITY

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A Thesis  
Presented to  
The School of Education  
Drake University

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In Partial Fulfillment  
of the Requirements for the Degree  
of Specialist in Education

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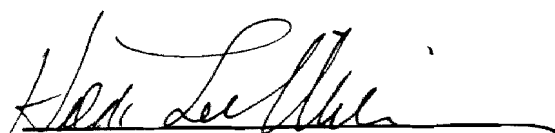
by  
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February 1992

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## A FOLLOW-UP STUDY OF DOCTOR OF EDUCATION STUDENTS AT DRAKE UNIVERSITY

An abstract of a Thesis by  
Lucinda Green  
February 1991  
Drake University  
Advisor: Dr. Hilda Williams

### Problem

Because decision-makers must choose between many competing alternatives, astute administrators will use findings from periodic evaluations to help make suitable decisions regarding the policy and direction of an institution. This thesis is an evaluation, from the students' perspective, of the doctor of education degree offered by Drake University's School of Education.

The study has two purposes: (1) to define the demographic characteristics of the doctoral population to enable Drake to better serve the needs of the doctoral population; and (2) to ascertain from the students' perspective if Drake has realized the goals for the program.

### Procedure

The population of this study are those students who were admitted to and enrolled in the doctoral core for an Ed.D. degree at Drake University from the years 1986 to 1988. Twenty-seven students were interviewed using a combination mail survey/telephone interview methodology.

### Findings

The findings indicate the doctoral students were generally satisfied with the program. Most of the dissatisfaction was found in the major specific and class specific areas. It was found that progress toward the doctoral degree ceases at the dissertation stage. It was found that structure of the program is influential when choosing a school to attend. It was found that Drake graduates are an integral part of the community as they participate in leadership activities. It is found that research endeavors of the students is lower than desired. It is found that students did not exhibit significant lifestyle changes after completing the doctoral core. It is found that the students tolerate the comprehensive exam

process but did not view it as valuable and suggested many non-traditional approaches they felt would be of greater value.

## Conclusions

This study contributes to a limited body of research on outcomes of doctoral education. Further, the methodology used may have contributed to the investigation's ability to obtain richer, and more detailed information in that a mail survey/phone interview combined methodology was used.

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## Chapter I

### INTRODUCTION

Evaluation is an inevitable part of any endeavor. It is the process of delineating, obtaining, and providing useful information for judging decision alternatives (Stufflebeam, 1971). Because decision-makers must choose between many competing alternatives, astute administrators will use findings from periodic evaluations to help make suitable decisions regarding the policy and direction of an institution.

Scriven (1983) says "evaluation can play many roles in education (such as in accountability studies, curriculum development, or teacher education programs); however, the evaluation process has only one functional goal--that of determining the worth or merit of something." By making this distinction, he has emphasized that a study of any program cannot be labeled an evaluation unless some judgment is made. In other words, evaluation is merely perfunctory without decisive action.

This thesis is an evaluation, from the students' perspective, of the doctor of education degree offered by Drake University's School of Education.

### Background for the evaluation

In 1986, the School of Education's administration and faculty changed core requirements for the Doctor of Education Degree. Since the reorganization in 1986, a formal evaluation of the doctoral program has not been conducted.

Administration and faculty were interested in evaluating the program from the students' perspective. Freeman and Loadman (1985) support evaluation with feedback and advice from former students and state "former students seldom play a prominent role in the development of guidelines and policies that shape doctoral activities."

### Description of the Program

The Doctor of Education Degree (Ed.D.) is offered with emphases in Counseling, Curriculum Studies, and Educational Administration. It is designed to provide practitioners with theoretical and practical experiences that will facilitate their development as leaders in their chosen fields.

The Doctor of Education Degree at Drake University requires a minimum of 60 hours beyond the masters degree. The first 30 hours of the doctoral program are taken as prerequisites to candidacy, taken to earn an Ed.S. (Education Specialist) degree, or transferred as prerequisites or a specialist degree from an accredited graduate school.

The last 30 hours of the doctoral degree, hereafter referred to as the doctoral core, are taken in a block after admission to candidacy. Students are admitted for the summer term, beginning a systematic progression through the program by earning 6 hours of credit during each of two summer terms, 6 hours of credit during the fall semester, 7 hours of credit during the spring semester, and 5 hours of dissertation credit during the following two years or less.

Candidates receive seven hours of credit in statistical inference and research design, three hours in theory and practice of staff development programs, three hours of credit in leadership and organizational theory, three hours of credit in foundations of education, nine hours of internship credit, and five hours of dissertation credit. Three years is allotted to complete the doctoral core, from admission to the first summer term, to completion of the dissertation.

#### Purpose of the Study

The study has two purposes: (a) to define the demographic characteristics of the doctoral population to enable Drake to better serve the needs of the doctoral population, and (b) to ascertain from the students' perspective if Drake has realized the goals for the program. The goals of the program as delineated in the graduate catalogue are:



1. To encourage candidates, through courses, internships, research, and advising, to expand their general educational background consistent with their roles as potential leaders
2. To provide opportunities for candidates to analyze and evaluate current social and educational issues and their implications for professional fields
3. To prepare candidates, through theoretical and practical experiences, for their roles as change agents in educational and community settings
4. To emphasize research in its design, execution, interpretation, and application as an integral part of the leadership role

The goals of the doctoral program were measured by examining the following program areas: the program, the dissertation and comprehensive exam experiences, the dissertation committee, and the professional and lifestyle changes the doctoral students experienced. (See Table 1 for a description of survey areas and the purpose they were to fulfill.)

Table 1

Questionnaire Explanation

Questionnaire Category	Question Numbers	Purpose
Background Information	1 - 15	1
Admission date	1	
Marital status	2 *	
Children	3	
Gender	4	
Age	5	
Ethnic background	6	
Alma Maters	7, 10	
Prior degrees	8, 11	
Dates degrees granted	9, 12	
Reasons for choosing Drake	13	
Financial Aid	14	
Source of Support	15	
Current Status	16	1
Length of time to finish	16A	
Progress through core	16B	
Plan for completion	16C	

Table 1 continued

Questionnaire Category	Question Numbers	Purpose
Change	17 - 26	2C
Employment	17, 18	
Salary advancement	19, 20	
Career Changes	21	
Contribution to success	22	
Professional activities	23	
Lifestyle activities	24	
Personal goals	25	
Educational values	26	
Program	27 - 30	2A, 2B
Preparation to reach goals	27, 29	
Exposure education issues	28	
Preparation by internships	30	
Comprehensive Exams	31 - 37	2A, 2B
Value	31	
Method	32, 35	
Understanding expectations	33	
Exam method choice	34	
Preparation time	36	
Success	37	

Table 1 continued

Questionnaire Category	Question Numbers	Purpose
Dissertation Committee	38 - 46	2A, 2B, 2D
General satisfaction	38	
Expertise	39, 40	
Feedback	41	
Working relationship	42	
Support	43	
Availability	44, 45	
Importance of dissertation	46	
Dissertation	47 - 52	2A, 2B, 2D
Prepared to begin process	47	
Title	48	
Research method	49	
Completion plans	50	
Published	51, 52	
General Satisfaction	53 - 57	2A - 2D
Most benefit	53	
Least benefit	54	
Recommend Program	55	
Additional thought	56	
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### Importance of the Study

Evaluations of undergraduate degree programs have frequently been conducted and are abundantly represented in the literature, but graduate degree programs--particularly at the doctoral level--have not received the same degree of attention and represent a void in the literature (Kolman, Gallagher, Hossier, & Catania, 1987).

A review of the literature found models in only three studies; Michigan State University (Craig & Freeman, 1986), Ohio State University (Freeman & Loadman, 1985), and Loyola University of Chicago (Kolman et al., 1987). Michigan State and Loyola each conducted studies of their doctoral population and Michigan State and Ohio State conducted a study comparing their doctoral populations.

Another important aspect of this study is the research method used to gather the data; a combined questionnaire and phone interview method. This design was chosen to eliminate some of the limitations of the respective individual methods.

The purpose for choosing this method was to insure maximum participation and uniform interpretation of the questions; to proffer time to reflect, and to elicit in depth responses. The institutions used as models for this study had a return rate for their questionnaires of: Loyola 70%, Michigan state 57%, and Ohio State 58%.

Borg and Gall (1989) indicate if over 20% of the population does not respond, the findings of the study may be biased. With only 30 students in Drake's doctoral population, it was critical that the response percentage be high. The interview process tends to yield more complete data. Borg and Gall (1989) state "The interview situation usually permits much greater depth than the other methods of collecting research data. The skilled interviewer, through the careful motivation of the subject and maintenance of rapport, can obtain information that the subjects would probably not reveal under any other circumstances."

Advantages of the telephone interview which we wished to use are: the cost is less, the population is more accessible, callbacks are feasible, people are easier to reach by phone, and there is some evidence that telephone interview are better for collecting sensitive data (Borg & Gall, 1989).

The evaluator also wished to insure the items on the questionnaire were uniformly interpreted which, according to Borg and Gall (1989), is a potential limitation of using a questionnaire. By using the combined questionnaire phone interview method the interviewer was able to verify uniform interpretation of the survey questions.

### Limitations of the Study

Because of the general objectives of the doctoral program, open and closed questions were designed in an attempt to evaluate some of the subtle areas of the program. All open-ended questions were categorized and interpreted by the evaluator.

### Definition of Areas Researched

The evaluation is divided into eight sections: background, current status, change, program, comprehensive exams, dissertation committee, dissertation, and general satisfaction. A description of each section follows.

Background information about the students included: the student's admission date to the doctoral core, gender, age, ethnic background, marital status, number and age of children, use of financial aid, alma maters, dates and emphasis of other graduate degrees, reasons for choosing Drake, and sources of emotional support.

The section on the students' current status included information regarding the length of time it took to finish the doctorate from admission to binding of the dissertation, each student's point of progress in the core, and the students' plans for completion.

The section on changes related to the students' doctoral work included information regarding change in professional and lifestyle activities before and after the doctoral core, in the areas of employment, salary, career, and changes in personal goals and educational values. This section also measured how much students felt their doctoral work contributed to feelings of success.

The section on the program included information on the students' perceptions regarding their preparation to reach their professional goals, exposure to education issues, ability to communicate their professional knowledge, and the value of the internships.

The section on the comprehensive exam included the students' perception of the value of the comprehensive exam, recommendations regarding traditional and non-traditional methods for the exam, level of understanding regarding the expectations for the exam, exam method of choice, the length of time spent in preparation for the exam, and successful completion of the exam.

The section on the dissertation committee included the students' perceptions regarding: general satisfaction with their committees, the committees' expertise in the area of research methodology and the students' dissertation topics, feedback received from their committees, support received



from their committees, the availability of their committees by phone and for appointments, and their perceptions of the committees' views regarding the importance of their dissertations.

The section on the dissertation included how prepared the students felt they were to begin the dissertation process, the title of their dissertation, the research method used for their dissertation, their plans for completion of their dissertation, and whether or not the dissertation or by-products of their dissertation have been published.

The section on the students' general satisfaction included information on the most and least beneficial parts of the doctoral core, whether or not the students would recommend the program to others, any additional comments the students would like to make, and any recommendations they would like to offer.

### Summary

This study is an evaluation of the doctoral program from the perspective of the 1986-1988 doctoral population in the School of Education at Drake University. A review of the literature was conducted to locate other institutions who have undertaken a similar evaluation. The findings from that review are presented in Chapter II.

## Chapter II

### REVIEW OF THE LITERATURE

Kolman et al. (1987) studied outcomes of doctoral education in a private, urban university. The purpose of that study was to "identify and understand the relationships between the self-reported values and activities of graduates of doctoral programs and three broadly-defined outcomes of graduate school" (p. 107). The outcomes examined in Kolman's study were as follows:

1. The impact of doctoral education on career development of Ph.D. and Ed.D. graduates (Kolman et al., 1987)
2. The influence of the value orientation of the institution on the Ph.D. and Ed.D. graduates (Kolman et al., 1987)
3. The frequency and type of research/scholarly activities engaged in during and after graduate school by Ph.D. and Ed.D. recipients (Kolman et al., 1987)

Kolman et al. (1987) used the survey method to collect and analyze data. The questionnaire developed was divided into four sections: career development, research and scholarly activity, general values and life style, and demographics.

The survey instrument went through five revisions. Two forms of the test were used to determine the reliability and validity of the instrument. The two forms contained identical questions, sequenced differently. Seventy-five percent of the graduates received form A, and 25% received Form B. A t-test performed on the two forms showed no significant difference in the responses on the two forms. A test of equivalence on the two forms resulted in a coefficient of .71. Analysis and follow-up interviews of a stratified sample of non-respondents suggest that the data are representative, reliable, and valid (Kolman et al., 1987).

Kolman et al., (1987) found the effect of the doctorate on career patterns was generally positive. Recently the doctoral degree became an entry requirement for administrators; this may account for the positive perceptions of the degree on career. The education doctoral students' primary reason for pursuing a doctoral degree was credentialing. Recipients of Ph.D. and Ed.D. in the education field exhibited differences in postgraduate employment and full-time/part-time patterns of attendance, but exhibited remarkable similarities in almost all other aspects of the survey. The Ed.D. recipients were concentrated in the elementary and secondary setting and were twice as likely to be administrators.

Kolman et al. also found the impact of the institution's mission on the values and behaviors of the doctoral students was slight. Possibly this addresses the issue that doctoral students choose an institution for doctoral studies based on academic quality and reputation of the institution, and not on the institutional values (Kolman et al., 1987).

Kolman et al. also found the perceived emphasis of an institution on scholarship may be related to the philosophy of the university, the expectations of the disciplines, or the orientations of these specific departments, or some combination of all three (Kolman et al., 1987). They found that 32% of the education doctoral students reported a strong faculty emphasis on research, while 25% reported no faculty emphasis on research.

Michigan State University in 1986 studied the advanced degree graduates who earned an Ed.S or Ph.D. degree during a four-year period from 1982 to 1985. The purpose of the study and resultant report was to provide the Graduate Education Policy Committee (GEPC) with an overview of some of the findings with respect to the graduates' backgrounds, attitudes, degree experiences, and professional achievements. The researchers also compared the findings in the present study to a study conducted between 1976 and 1981. Whenever

significant differences were discovered between the two studies, they were reported (Craig & Freeman, 1986).

Craig and Freeman (1986) found female, American Indian, and Asian graduates were increasing in number. Most of the graduate student body were drawn from Michigan State University and other colleges in Michigan. The majority of the students' undergraduate majors were in education or social science.

The researchers found no differences in the percentage of provisional admissions between the two groups studied. Approximately 61% were granted regular admission and 39% provisional admission (Craig & Freeman, 1986).

The majority of the graduate students reported K-12 or other teaching and administrative experience before enrolling in the doctoral program (Craig & Freeman, 1986).

Ninety percent of the advanced degree graduates were over 30 when they completed their degree work. Sixty-six percent were over 35 and 39% were over 40 (Craig & Freeman, 1986).

The length of time it took to complete the program was evenly spread over three years, four years, five years, and six to eight years, with only 7% taking longer than eight years (Craig & Freeman, 1986).

Fifty-nine percent of the graduate students did not receive financial support from MSU. Thirty-five percent of the graduate students worked full time off campus, 26% did not work at all, and 39% worked part-time off campus (Craig & Freeman, 1986).

Most of Michigan's graduate students pursued degrees in Curriculum and Instruction, K-12 Administration, University Administration, Counseling Psychology, and School Psychology (Craig & Freeman, 1986).

Sixty-one percent of the graduate student would retake the same classes in their major, and 59% would take additional courses outside of their major area. The areas in which they would choose additional courses are: administration and curriculum (both of which are majors), and program evaluation, current/ethical issues and field-based methodology (which are neither majors nor general requirements and may represent unmet needs in the graduate program) (Craig & Freeman, 1986).

Eighty percent of the students said the degree helped them advance professionally, 63% said it increased their earning power, 37% said they were better qualified than graduates of other schools, and 84% would probably recommend the program to others (Craig & Freeman, 1986).

Most students said their graduate studies made important contributions in the areas of research and

evaluation, program planning, professional service activities, administration, and teaching (Craig & Freeman, 1986).

Most of the students were pleased with the quality of their course work. They felt the overall quality was high (65%), well organized (65%), and challenging (59%). They felt courses outside of their major were also of high quality (70%), well organized (64%), and challenging (66%). The latter group earned slightly higher ratings than the major course work ratings (Craig & Freeman, 1986).

The graduates were generally positive about the assistance and encouragement given by their guidance committees (42% exemplary, 31% strong, and 27% adequate). The areas they evaluated were: program planning, personal support, press for excellence, help with comprehensives, and help with dissertation (Craig & Freeman, 1986).

The students felt the comprehensive exams process was a valuable one. Eighty-eight percent passed the first time. Approximately two-thirds of the students agreed they were a valid measure, said preparation for the exams was a good learning experience, said they were given a clear sense of the content on which they would be tested, and thought they received adequate feedback (Craig & Freeman, 1986).

One-third of the students reported spending one to three weeks preparing for comprehensive exams, one-third reported

spending four to six weeks, and one-third reported spending less than one week or more than six weeks (Craig & Freeman, 1986).

In preparation of their dissertation most of the students chose the survey research design with experimental design, ethnography, and historical, respectively (Craig & Freeman, 1986).

When asked how well they were prepared with the skills necessary to prepare a dissertation, most felt they were adequately prepared, but not thoroughly prepared, and 21% did not feel they were adequately prepared (Craig & Freeman, 1986).

Approximately 90% of the graduate students felt their committee had both the expertise in literature review and research methodology to adequately guide their dissertation (Craig & Freeman, 1986).

Approximately one-fourth of the students completed their dissertations in 21 to 40 weeks, one-fourth from 41 to 60 weeks, one-fourth from 61 to 80 weeks, and one-fourth less than 20 weeks or more than 80 weeks (Craig & Freeman, 1986).

Eighty-six percent of the graduates of the program had positions within the field of education. Within the field, positions represented in descending order are: administration,



teaching, professional services, program planning, research, or program evaluation (Craig & Freeman, 1986).

Students reported the following successes since graduation (frequency in descending order): presented a professional paper or talk, wrote a grant or contract proposals, were elected to leadership positions, published one or more articles, received other professional honors, published articles based on their dissertation, received grants or fellowships, and received awards for teaching excellence (Craig & Freeman, 1986).

The graduates were asked to comment on five questions regarding needed change. The questions and resultant responses are as follows:

1. "What change, if any, should be made to improve College of Education policies and practices that impact upon doctoral-level students who work full-time?"

The areas of change identified suggest a possible need for more flexible policies, changes in course scheduling, improved access to faculty, and improved communications. The researchers have concluded that the areas of change identified may emanate from an increase in the number of students who earn their Ph.D. while working full-time. They also have concluded that as enrollment statistics continue to increase and the concept of lifelong learning becomes common

place, a need exists to review our present and future treatment of potential degree candidates.

2. "Should the College of Education institute a college-level internship program?"

Craig and Freeman (1986) found the graduates believed important educational benefits are gained from professional internship experiences. Therefore, the researchers believe the GEPC should consider establishing doctoral internship programs.

3. "What steps, if any, should be taken to insure that all guidance committees take their responsibilities seriously?"

Craig and Freeman (1986) note that responses to this question typically were satisfactory; however, some students felt committees neglected critical responsibilities. For example, 10% felt they received inadequate support in program planning, 7% felt they did not receive adequate help with their dissertation, and 10% felt committees lacked members with expertise in the professional literature and/or research methods. These percentages seem to indicate a need to put greater emphasis on the priority of committee functions and the need to find ways to promote and regulate committee performance.

4. "What steps, if any, should be taken to improve the quality of dissertations?" (Craig & Freeman, 1986).

The researchers found only 14% of the graduates published articles that center on their dissertations, and only 45% said they were contemplating publishing in the future. The question that needs to be answered is, "If the quality of dissertations throughout the college is high, why is the figure so low?"

5. "Should program requirements include more courses in other colleges?"

Fifty-nine percent of the graduates said they wished they had taken more courses outside the College of Education. The researchers asked the question, "Should guidance committees advise and offer incentives to graduates to elect career-related courses in other colleges?"

Ohio State University (OSU) and Michigan State University (MSU) undertook a study and comparative analysis of the graduates from their respective education doctoral programs. The studies were designed to provide information to administration and faculty from the students perspective regarding modification and improvements needed in the programs. They looked at student perceptions of doctoral guidance committees, comprehensive examinations, and dissertation research (Freeman & Loadman, 1985). (Confidential information is referred to using ASU and BSU as reference symbols rather than the respective school names.)

Michigan State University surveyed alumni beginning with the 1976-1977 academic year and ending with the 1980-1981 academic year. Ohio State University surveyed alumni beginning with summer quarter 1978 through fall quarter 1982. The sampling time frames were greater for MSU than for OSU creating a historical threat to the internal validity of the study, and should be considered when interpreting the results. Fifty-seven percent and 58% respectively of the graduates responded to the survey (Freeman & Loadman, 1985).

Demographic differences were noted. Alumni from MSU were more likely to be males (70% vs 53%) who financed their graduates studies by working full-time (55% vs 26%). The alumni of these two institutions showed markedly different majors. Michigan had 39% in K-12 administration or higher education as opposed to only 13% in OSU. Ohio had 18% in physical or vocational education as opposed to only 2% at MSU. Because of the difference in demographic characteristics and alumni majors, the two universities cannot be viewed as equivalent when interpreting the study (Freeman & Loadman, 1985).

Because the study was designed to uncover areas of need, the researchers focused only on improvement areas. Therefore, it is important to note that most alumni were generally satisfied with their guidance committees and with

the quality of their graduate programs. Sixty percent agreed or strongly agreed that they were better qualified for their current position as a result of their educational experience than graduates of other doctoral programs. Less than 10% disagreed with this statement (Freeman & Loadman, 1985).

Although most alumni were satisfied with the guidance of their committee, 56% of the graduates from ASU and 37% of the graduates from BSU rated their committee as inadequate or weak in providing assistance in finding employment (Freeman & Loadman, 1985).

Nineteen percent of the alumnus at BSU and 22% at ASU worked with committees that either did not have a committee member with expertise in their research methodology or an expertise in the theory/professional literature on which their dissertation was based. Students with a committee containing both characteristics rated their committees consistently higher in all areas. These results support strong measures to assure at least one member of the committee have expertise in methodology and one in theory/professional literature (Freeman & Loadman, 1985).

Ohio State University and MSU alumni were similar in the five areas they were most likely to take courses in: statistics and research design, measurement and evaluation, philosophy of education, program evaluation and learning, and system

design and development. They also had similar interest in taking more courses in: program evaluation, statistics and research design, learning systems design and development, measurement and evaluation, and field methods and ethnography. Nearly two thirds of the alumni from both universities reported that if they could do it over they would take more courses outside the college of education (Freeman & Loadman, 1985).

The two universities varied in the method of administering comprehensive examination. Ninety-four percent of the alumni from BSU and only 16% from ASU took both oral and written exams. Fifty-eight percent of the alumni from ASU and 76% from BSU felt their study efforts were guided by a clear sense of what the exams would cover. The BSU students spent a longer time preparing for their comprehensive exams (5.6 weeks) than did the ASU students (4.6 weeks). Seventy-four percent of the BSU students felt they received constructive feedback as opposed to 42% at ASU. The BSU students were more likely to pass the exams the first time (98%) than the ASU students (89%). Because the majority of the students spent less than five and one-half weeks preparing for comprehensive exams, the researchers feel both universities should question the success rate in comparison to the length of time studied. This raised questions regarding

reasons for the differences. Did the committee structure influence it? Did the comprehensive format (oral and written versus written only) influence it? Did the level of guidance, length of preparation time, and level of feedback influence it (Freeman & Loadman, 1985)?

Perceptions of the educational value of comprehensive exams for different conditions on each of the variables was analyzed. The predictor variables were: (a) format, (b) exam content was clearly specified, (c) candidate received constructive feedback on performance, and (d) number of weeks of preparation. The only predictor that was not significant was format. In general, those who agreed that exam content was clearly specified and that they received constructive feedback on performance, were more likely to agree that preparing for the exams was a useful learning experience (Freeman & Loadman, 1985).

Also, length of time preparing for comprehensive exams had a direct relationship with the educational value of the exams. The researchers felt these findings did indicate the importance of guidance committees paying close attention to these variables when constructing, administering, and evaluating comprehensive examinations (Freeman & Loadman, 1985).

The two universities asked the students to describe the nature of their dissertation research. The following categories emerged: (a) historical research, (b) case study, (c) descriptive investigation, (d) ethnography/field study, (e) correlational study, (f) experimental/quasi-experimental study, (g) program evaluation, and (h) other. The percentages of students who completed each type of study were markedly similar in spite of the different majors the universities offered (Freeman & Loadman, 1985).

It is interesting to note that students who had committee members with both an expertise in theory and research methodology reported a positive dissertation experience. It is also interesting to note that there seems to be no difference in length of time to finish their dissertation between the students who reported the expertise and those who did not (Freeman & Loadman, 1985).

Approximately two-thirds of the students from both institutions who felt thoroughly prepared in methodology for their dissertation worked with committees that had both expertise in theory and research methodology. Also approximately two-thirds of the students from both institutions who felt unprepared in methodology for their dissertation worked with committees that lacked expertise in one or both areas of theory and research methodology (Freeman



& Loadman, 1985). These results provide strong testimony for our earlier recommendation regarding committee composition.

Another striking similarity is the proportion of graduates from both universities who presented at least one paper at a national conference, published in a refereed journal, or had written at least one contract/grant proposal. However the proportions of students that used the findings of their dissertation as the basis for publishing one or more articles in professional journals were 40% and 23%. These figures would seem to point to an difference in institutional expectations regarding publication of dissertation findings (Freeman & Loadman, 1985).

## Chapter III

### PROCEDURES

#### Introduction

This study is intended as an evaluation which is formative in nature (used to improve the program and give feedback to administration) rather than summative in nature (used to evaluate the continuation of the program) (Worthen & Sanders, 1973).

#### Population Identification

The population of this study are those students who were admitted to and enrolled in the doctoral core for an Ed.D. degree at Drake University from the years 1986 through 1988. The students are seeking or received doctorates in Administration, Counseling, and Curriculum and Instruction. Class numbers and majors are presented in Table 2.

Twenty-nine of the 30 students responded to the survey: 27 answered the questionnaire, 1 was out of the country serving in the military and thus unable to participate, 1 refused to participate; and 1 was not located. The students from whom data were collected represent 96% of the total population.

Table 2

Number of Doctoral Core Students by Year Admitted and Major Pursued

Beginning Core Date	Number of Students N = 30	Major Pursued	Number of Students N = 30
Summer 1986	6	Administration	19
Summer 1987	6	Counseling	8
Summer 1988	18	Curriculum and Instruction	3

Questionnaire Development

The review of the literature revealed three survey instruments used by the following institutions: Loyola University in Chicago, Ohio State University, and Michigan University. The Drake questionnaire was designed using these three instruments as models. It was designed to obtain (a) demographic characteristics of the population (b) a measure of the student's satisfaction with: the program, the dissertation, the dissertation committee, and comprehensive exam experience, and (c) the change the doctoral students experienced in their areas of employment, salary, geographic location, life style, personal goals, professional goals, and values.

The questionnaire was evaluated by three members of the doctoral faculty in the School of Education and revised according to their advice. It was then piloted with five education students and language that seemed unclear was reworded.

The questionnaire was divided into eight parts: background, current status, change, program, comprehensive exams, dissertation committee, dissertation, and general satisfaction. (Complete definitions of each section are found in Chapter I.)

### Mailing Procedures

The survey was mailed to each of the 30 doctoral candidates with a cover letter (Appendix B) explaining the purpose of the survey and the procedures that were to be followed. The candidates were to examine the questionnaire and give some thought to their answers in preparation for a telephone interview with the evaluator. The student and the evaluator each referred to a copy of the survey during the telephone interview. The evaluator clarified any areas of confusion and recorded the student's responses.

Also enclosed in the mailing was a return post card (Appendix C) upon which the student was to indicate first, second, and third choices of convenient dates and times for

his/her telephone interview. Students returned the cards to the evaluator, who subsequently conducted the telephone interview at the student's convenience.

To encourage participation a Drake University pen and pencil were enclosed in each survey. The questionnaires were mailed in florescent green file folders to help ensure that they would be easily located at the time of the telephone interview. One student lost the questionnaire and a second copy was mailed prior to the telephone interview.

The initial mailing resulted in the return of four packets that could not be delivered as addressed. New addresses were obtained and packets were remailed to each of the four students. One packet was returned a second time, two packets were delivered and postcards returned, and one packet was delivered following a phone contact initiated by the student.

Fourteen of the 30 postcards were returned with chosen times and dates for the interview indicated. Those who did not return a postcard were called by the evaluator and interviews were scheduled.

### Telephone Interview

Telephone interviews were conducted as scheduled with the students. The average length of each telephone interview was 30 minutes. The procedure allowed the interviewer to

interpret, if necessary, the survey questions to ensure uniformity of the student's interpretation of the questions.

Contacting and interviewing the students went smoothly; 26 students were available at the time they had scheduled. One student was not available at the scheduled time, and telephone calls were repeatedly placed until she was reached. Once reached, she was cooperative.

#### Data Tabulation

The SPSS X (SPSS Inc., 1988) statistical software program was used on a Vax 8600 mainframe computer to tabulate the data. Variable labels and value labels were assigned and a code sheet prepared to facilitate data entry (Appendix E). The data and command files were entered on the Macintosh Microsoft Word program (Microsoft, 1988) and transferred to the Vax with the Kermit software communication program (Catchings, daCruz, Schelit, Aebi, & Placeway, 1988). The EVE editor (SPSS Inc, 1988) was used to make changes to the SPSS X files.

Frequency distributions were calculated and printouts requested for each survey question. Crosstabs (SPSS Inc., 1988) were also calculated on each survey question by calendar year admitted, degree sought, and graduation status.

Student comments were recorded on the Macintosh SE using the Microsoft Word software program (Microsoft, 1988), Table feature. A table was constructed with student name, year admitted, major, question number, question, answer chosen, and comment presented horizontally across the page. Student names were changed to identification numbers, and student admission dates and major were coded for anonymity purposes, and comment categories were added. Comments were sorted by category year and major. Patterns of comments were analyzed. The student comments appear in appendix E.

### Summary

There were no problems encountered in the survey process. The data gathering procedure went smoothly and students were cooperative. The findings of this research project are presented in Chapter IV.

## Chapter IV

### PRESENTATION OF DATA AND FINDINGS

#### Introduction

The purpose of Chapter IV is to report the data collected from a survey of doctoral students at Drake University. The results are presented in eight categories as defined and described in Chapter I: background, current status, change, program, comprehensive exams, dissertation committee, dissertation, and general satisfaction.

#### Background Information

The personal profile of the Drake doctoral core students is presented in Table 3. The gender of the doctoral population is evenly divided; 44% are female and 56% are male. The majority of the students are between the ages of 41 and 45. An overwhelming majority of the students are white or Caucasian. There is only one racial minority (4%) in the doctoral population. Most of the doctoral population (85%) are married. Seventy-eight percent of the population have children. The majority of the students have two children who are high school or college age.

The majority of the doctoral population have a Master's Degree and Specialist Degree in Administration (48%; 77%) and received these degrees at Drake (44%, 52%). Students also had



degrees in Counseling, Curriculum and Instruction, Adult Education, Special Education and other areas. The next most frequent alma mater is the University of Northern Iowa. Several students from institutions in Missouri also chose Drake for their doctoral degree.

Most of the doctoral population (82%) indicated Drake was their first choice for doctoral studies. Table 4 contains a display of students' reasons for choosing Drake for their doctoral studies. The number one reason was Drake's location in proximity to the students' homes. Other reasons mentioned were convenient class schedule, professor associations, reputation, positive prior experience with Drake, program and miscellaneous reasons. A complete record of students' comments is found in Appendix F, Tables F1 & F2.

Table 3

Profile Information of Doctoral Population 1986 - 1988

Profile Descriptors	Percent
GENDER	
Female	44
Male	56
STUDENT AGE	
31 - 35	22
36 - 40	15
41 - 45	44
46 - 50	7
51 - 55	7
56 PLUS	5
RACE	
Asian	4
Caucasian	96
MARITAL STATUS	
Single	15
Married	85
CHILDREN	
Yes	78
No	22

Table 3 continued

Profile Descriptors	Percent
DOCTORAL MAJOR	
Education Administration	66
Counseling	22
Curriculum and Instruction	12
MASTERS AREA SPECIALTY	
Administration	48
Counseling	19
Curriculum and Instruction	4
Adult Education	4
Other	25
SPECIALIST DEGREE AREA OF SPECIALTY	
Administration	77
Counseling	15
Curriculum and Instruction	4
Special Education	4
MASTER'S ALUMNI	
Drake	44
University of Northern Iowa	22
University of Iowa	7
Other	27

Table 3 continued

Profile Descriptors	Percent
SPECIALIST ALUMNI	
Drake	52
Iowa State	8
University of Iowa	4
University of Northern Iowa	11
Other	25

Table 4

Reasons Doctoral Population Identified for Attending Drake (N = 27)

Response	Number of Times Identified
Location	13
Schedule	10
Professors	7
Reputation	4
Positive prior experience with Drake	3
Program	5
Miscellaneous	3

Forty-four percent of the doctoral population received financial aid. The kinds of aid received were; graduate assistantships, Stafford loans, Supplemental Loans to Students, fellowships, and employer reimbursement.

The doctoral population reported most of the people in their lives were encouraging (Table 5). Other doctoral students and the student themselves seemed to be their greatest sources of encouragement. Professors, friends, spouses and committee chairs seemed to be a close second. Seven percent of the students indicated their Committee Chair

was discouraging, 7% indicated their committee in general was discouraging and 7% indicated the professors in education were discouraging.

Table 5

Responses of Doctoral Population Regarding Sources of Encouragement (N = 27)

Source of Encouragement	Encouraging %	Neutral %	Discouraging %
Spouse	74	7	4
Children	48	30	0
Friends	78	22	0
Relatives	63	33	4
Doctoral students	89	11	0
Professors in Education	81	11	7
Professors in Specialty	82	15	4
Chair of committee	70	11	7
Committee	59	19	7
Self	89	7	4

Note: Percentages for students who didn't answer this section do not appear in this Table.

### Current Status

Four students in the class of 1986, four students in the class of 1987, and two students in the class of 1988 have finished all doctoral requirements and have graduated. The remainder of the students are at different points of completion as shown in Table 6.

Table 6

#### Stages of Completion of Doctoral Requirement 1986 - 1988 Doctoral Students.(N=27)

Completion Category N = 27	Number of Students Finished	Number of Students Not Finished
All core classes	27	0
All internships	25	2
Review of the Literature	22	5
Proposal	16	11
Research	13	14
Writing	10	17
Graduated	10	17

### Program

In the area of program satisfaction the findings show the majority of the doctoral population are satisfied with: how well their graduate core work prepared them to reach their professional goals (69%), exposed them to current issues in education (65%), prepared them to communicate their professional knowledge (78%), and how well their internships prepared them to meet their professional goals (89%). (See Figure 1).

The questions in the category of program dissatisfaction were analyzed by admission year (Figure 2) and major (Figure 3). The class of 1986 exhibited the least dissatisfaction in all categories. In fact, in three categories, exposure to issues of education, communication of professional knowledge, and internships; they showed no dissatisfaction at all. The class of 1987 exhibited the greatest dissatisfaction in exposure to issues of education (60%), and internships (40%). The class of 1988 were most dissatisfied with preparation for professional goals (38%), exposure to issues of education (38%), and communication of professional knowledge (31%).



Figure 1. Students' level of satisfaction regarding how well their graduate core work prepared them to reach their professional goals, exposed them to current issues in education, prepared them to communicate their professional knowledge, and how well their internships prepared them to meet their professional goals. (N = 27)

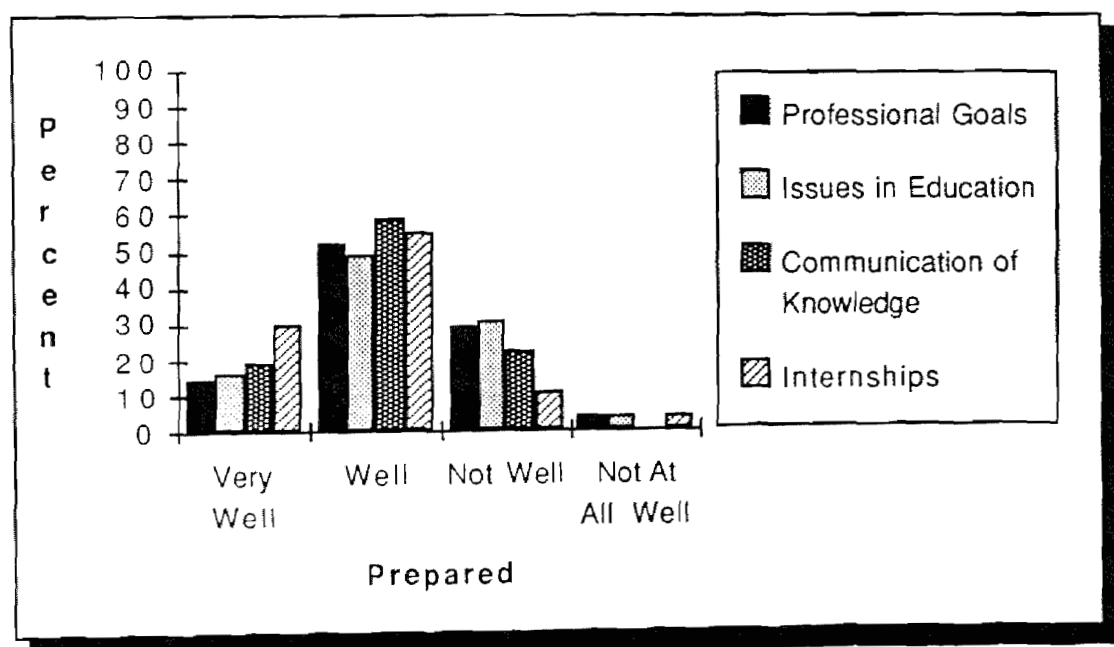
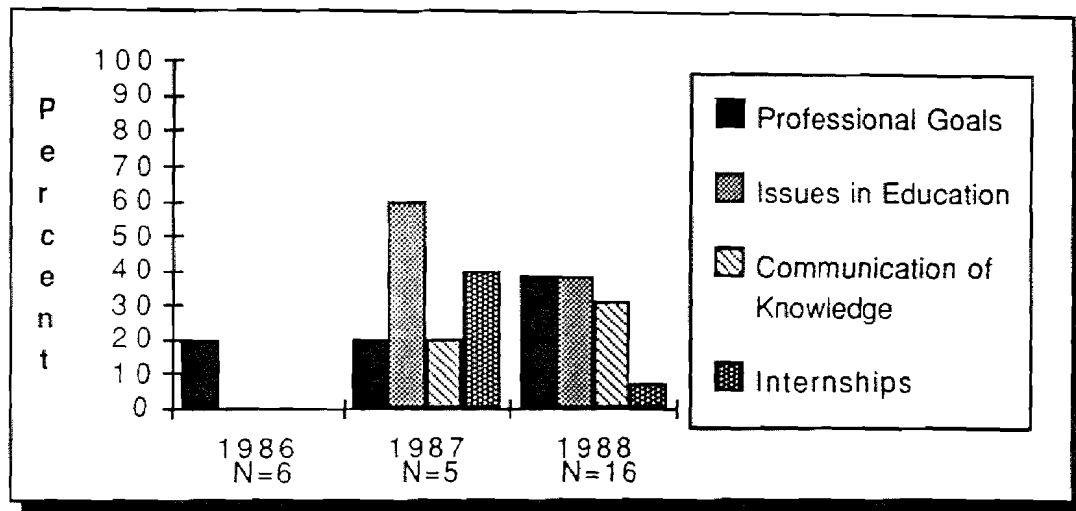
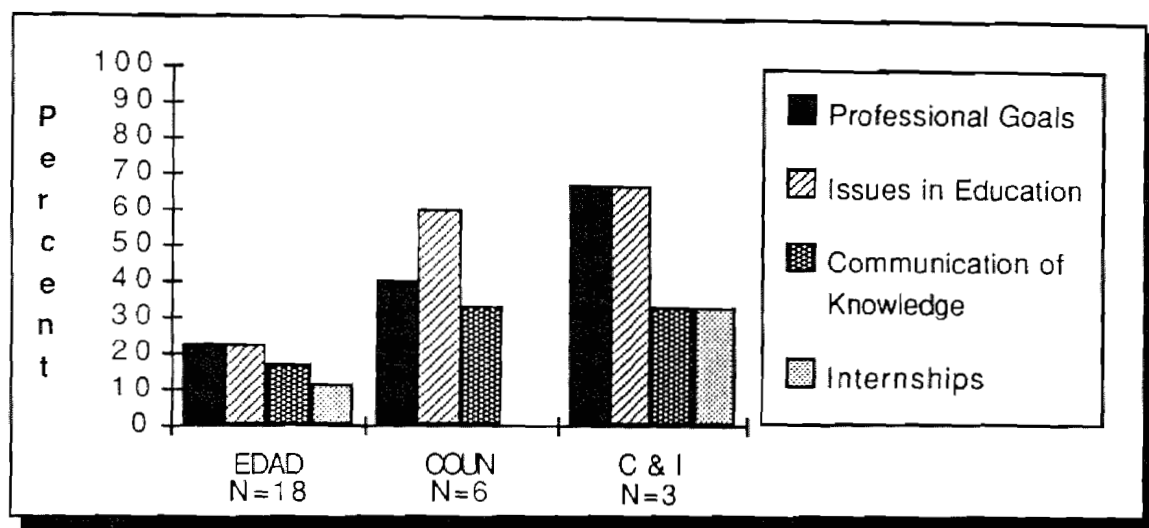


Figure 2. Students' dissatisfaction with program analyzed by admission year.



The Educational Administration students exhibited least dissatisfaction in all areas. The students majoring in Curriculum and Instruction indicated some dissatisfaction in all four categories, but two of the three students indicated dissatisfaction with preparation for professional goals and exposure to issues of education. The counseling students were most dissatisfied with their exposure to issues of education (60%), followed by preparation for professional goals (40%) and ability to communicate professional knowledge. They exhibited no dissatisfaction with the internships.

Figure 3. Students' dissatisfaction with program analyzed by major.



### Change

The doctoral students' academic and professional activities and lifestyle activities were measured the year before they began the core and the year after they finished the classes and internships, or dissertation, whichever was appropriate for each student. There was a series of before and after questions the students were asked, as well as questions regarding changes of the students' personal and professional goals and changes in the students' educational values.

Eighty-five percent of the doctoral population were employed full time before they began the core and 93% after

they finished the core. This does not demonstrate a substantial change in employment status. The students' salaries and the positions they held before and after the core also did not change significantly.

Sixteen students reported changes in their personal and professional goals after finishing the course work. Eleven of the 16 students had different career aspirations, and 5 have different personal aspirations. Eleven students reported unchanged goals and were satisfied with continuing their same career aspirations (Appendix F, Table F3).

Fourteen students reported changes in their educational values regarding educational issues. They reported becoming more flexible with different views, becoming more research orientation, placing more importance on self esteem, and becoming more global and whole student orientation (Appendix F, Table F4).

The student's were asked to indicate their level of professional activity before they began the core and the year after they finished the classes and internships or dissertation, whichever was appropriate for each student. The activities of the students after they finished the core are presented in Table 7. Seventy-five percent or more of the students were participating in the following activities the year after they finished their classes and internships: attended a conference

in their field, belonged to a professional organization, served as a consultant in their field, and participated in educational development in their field.

Seventy-five percent of the students did not participate in the following activities: wrote a book, enrolled in credit courses in their field, and ran for political office.

The changes in doctoral students' professional activities are shown in Table 8. The evaluator looked at categories which showed a change of more than 25% or more. Twelve of the 17 categories exhibited changes in the students' professional activities. Changes are indicated by an asterisk (\*). Some change was equally distributed between more and less activity in a category. Other change was significantly weighted toward more activity or less activity. The categories where students indicated an increased activity are: Submitted or published an article; organized, taught, or conducted a seminar; and served as a consultant in your field. The categories where students indicated a decrease in activity are: applied for a grant, enrolled in credit courses in my field, and participated in service organizations.

Table 7

Percentage of All Doctoral Students Activities in Academic and Professional Endeavors the Year Following Completion of Doctoral Classes and Internships. N = 27

Category	Percent Non-participation	Percent of participation
Attended a conference in your field	15	85 *
Delivered a paper at a conference	66	34
Submitted or published an article	70	30
Wrote a book	100 **	0
Belonged to a professional organization	0	100 *
Held office in a professional organization	56	44
Organized, taught, or conducted a seminar	33	67
Participated in a research project	56	44
Served as a consultant in your field	26	74 *
Received an academic/professional award	70	30
Applied for a grant	60	41
Enrolled in credit courses in your field	78 **	23
Participated in educational development in your field	15	85 *
Participated in politics	71	29
Ran for political office	100 **	0

Table 7 continued

Category	Percent Non- participation	Percent of participation
Participated in service organizations	4 1	5 9
Chaired a committee outside job responsibilities	4 8	5 2

\*Highest percentages of participation.

\*\*Lowest percentages of participation.

Table 8

Percentage of Changes in Academic and Professional Activities  
of All Doctoral Students; and Percentage of Doctoral Students  
Academic and Professional Activities that Did Not Change. N =  
27

Category	Activity		
	More	Change	Less
Attended a conference in your field	11	70 *	19
Delivered a paper at a conference	19	59 *	22
Submit or published an article	19 **	70 *	11
Wrote a book	0	100	0
Belonged to a professional organization	7	89	4
Held office in a professional organization	11	74 *	15
Organized, taught, or conducted a seminar	30 **	63 *	7
Participated in a research project	11	74 *	15
Served as a consultant in your field	37 **	63 *	0
Received an academic-professional award	11	74 *	15
Applied for a grant	15	59 *	26 ***
Enrolled in credit courses in your field	0	44 *	56 ***
Participated in educational development in your field	11	67 *	22
Participated in politics	0	85	15



Table 8 continued

Category	Activity		
	More 0	Change 100	Less 0
Ran for political office	0	100	0
Participated in service organizations	4	70 *	26 ***
Chaired a committee outside job responsibilities	4	77	19
* Activity changes of 25% or more * * Indicates increased activity * * * Indicates decreased activity			

The data regarding lifestyle activities is presented in Table 9. Seventy-five percent or more of the students were participating in these activities after they finished the classes and internships or dissertation, whichever was appropriate for each student: watched television, read a book for enjoyment, participated in athletic activities, and socialized with friends.

Table 9

Percentage of Lifestyle Activities of All Doctoral Students. N  
= 27

Category	Percent non- participation	Percent of participation
Watched Television	7	93 *
Read a book for enjoyment	11	89 *
Participated in athletic activities	11	89 *
Participated in non-credit classes	60	41
Visited a museum	26	74
Visited an art exhibit	30	70
Saw a movie	44	56
Went to a concert	37	61
Socialized with friends	7	92 *
Volunteered services for personal satisfaction	37	62
Attended religious services	26	74

\*Highest percentages of participation.

\*\*Lowest percentages of participation.

The changes in doctoral students' lifestyle activities are shown in Table 10. The evaluator looked at categories which showed a change of 25% or more. Seven of the 11 categories exhibited changes in the students' lifestyle activities.

Changes are indicated by an asterisk (\*). All of the changes were equally distributed between increases and decreases to activities in each category.

Table 10

Percentages of Changes of Doctoral Students Lifestyle  
Activities: and Percentage of Doctoral Students Lifestyle  
Activities that Did Not Change

Category	Activity		
	More	Change	Less
Watched Television	15	70 *	15
Read a book for enjoyment	26	45 *	29
Participated in athletic activities	22	52 *	26
Participated in non-credit classes	11	70 *	19
Visited a museum	11	78	11
Visited an art exhibit	4	85	11
Saw a movie	7	78	15
Went to a concert	15	74 *	11
Socialized with friends	15	63 *	22
Volunteered services for personal satisfaction	11	70 *	19
Attended religious services	0	88 *	11

\*Activity changes of 25% or more

The students were asked "To what extent has your graduate program contributed to the following measures of success?" The data indicated the students felt the doctorate degree did contribute to these measures of success: peer recognition, self-esteem and career mobility. The data indicated the students did not feel the doctorate degree contributed to the following measures of success: salary, career advancement, and job security (Figure 4).

#### Comprehensive Exams

The following issues were examined regarding comprehensive exams (a) exam value from the students' perspective, (b) Non-traditional exam methods, (c) students' understanding of what the exam would cover, (d) students' preference for type of exam, (e) students' perception of opportunity to demonstrate knowledge, (f) preparation time for the exam, (g) successful completion of exam.

The majority (78%) of the students felt the comprehensive exam process was valuable; 22% felt it was not valuable. (See Figure 5).

Figure 4. Student responses to the question "To what extent has your graduate program contributed to the following measures of success?"

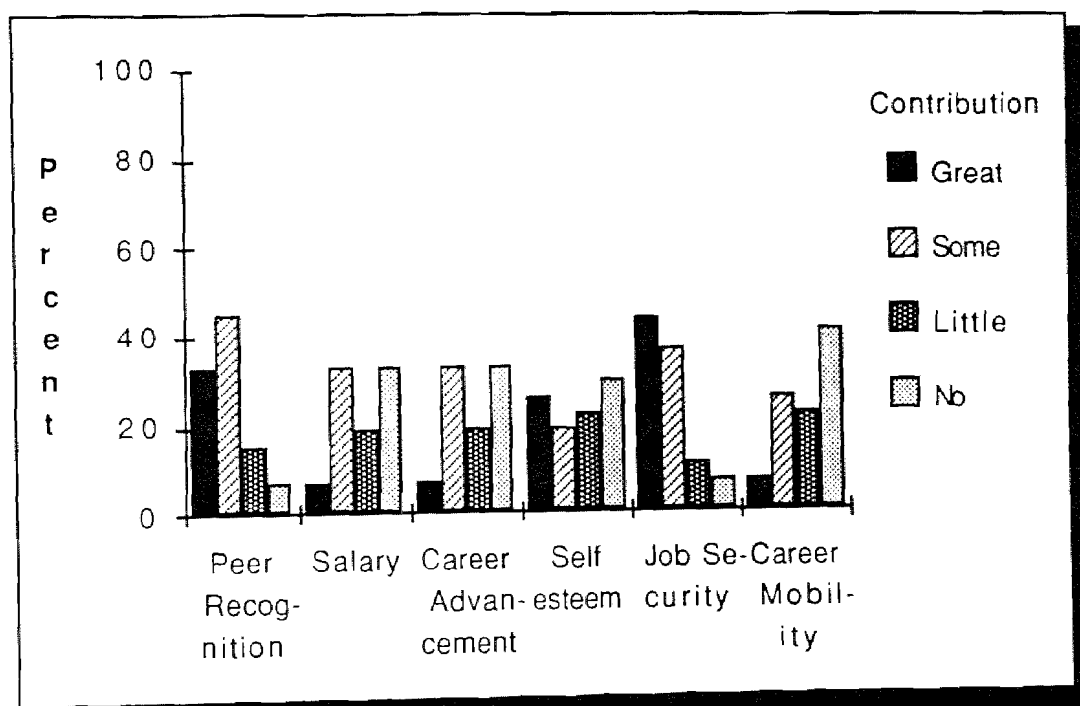
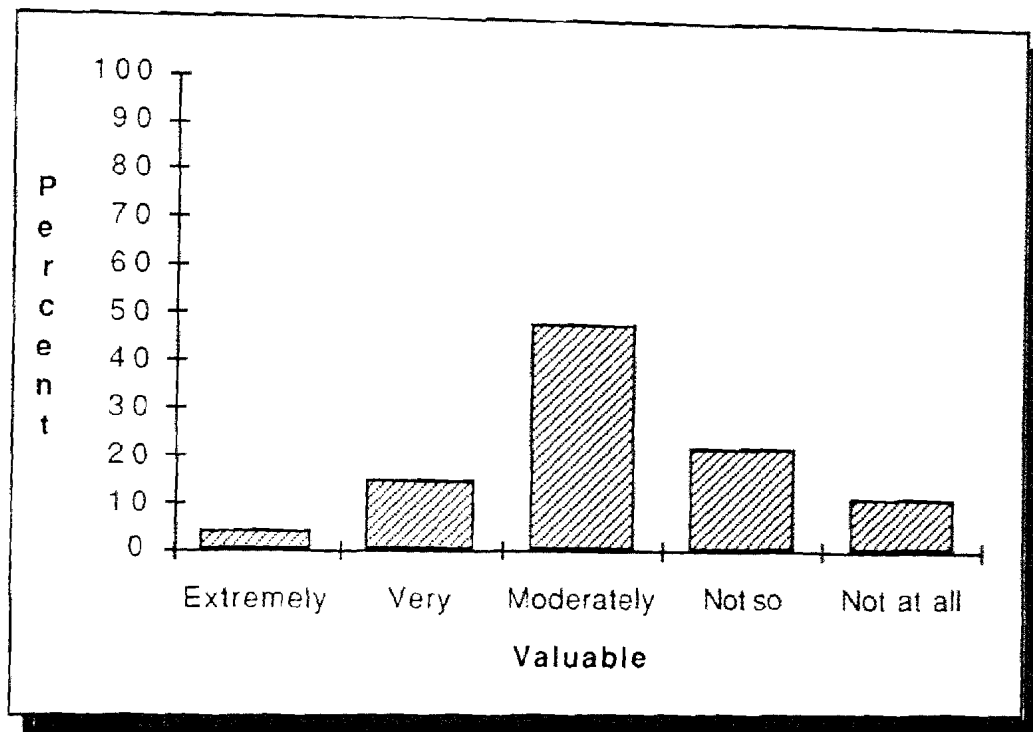
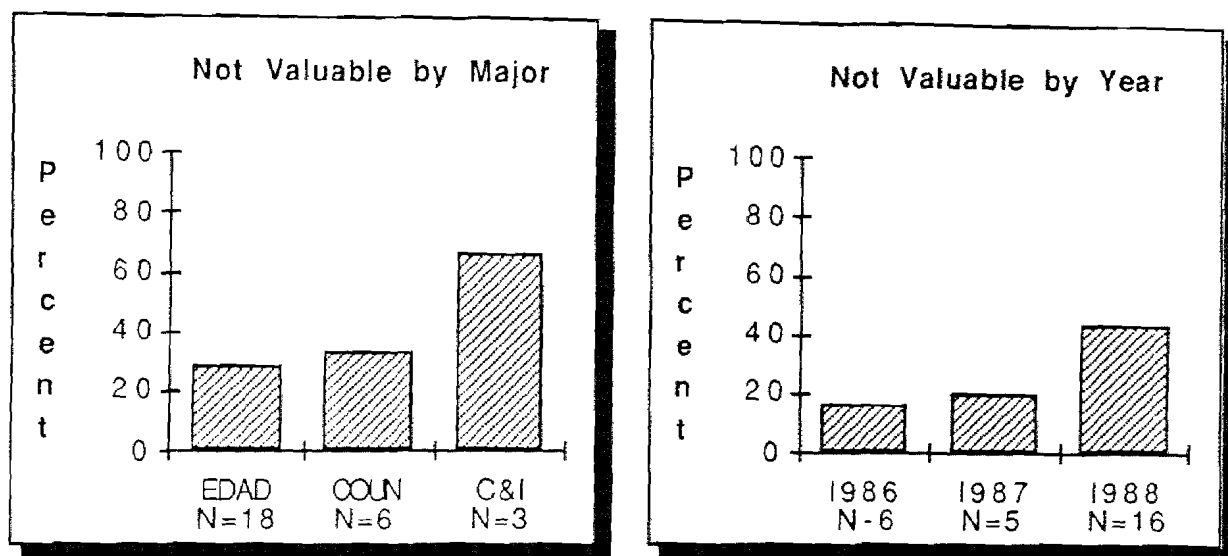


Figure 5. Doctoral students' attitudes toward the value of comprehensive exams. N = 27.



Students who did not feel comprehensive exams were valuable were analyzed by class. Most of the students who felt comprehensives were not valuable were found in the class of 1988 (Figure 6). Students who did not feel comprehensive exams were valuable were also analyzed by major. All three majors exhibited feelings of lack of value with comprehensive exams.

Figure 6. Percentages of students who did not feel comprehensive exams were valuable analyzed by major and by year.



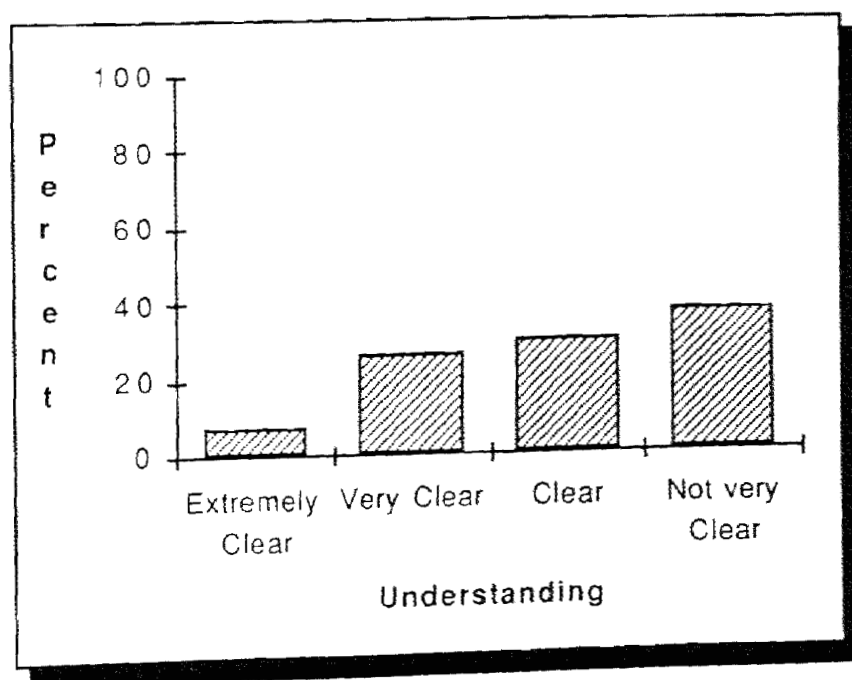
The students' responses were evenly divided between agree/disagree on the question, "As you understand the purpose of comprehensive exams, do you think you could achieve that purpose with a process other than comprehensive exam method you experienced?" (48% agree; 52% disagree).

The students who felt a non-traditional method could achieve the objectives of comprehensive exams chose methods such as papers, portfolios, presentation, group seminar, analysis of real life situations. The students who disagreed centered their disagreement around the need to demonstrate

their ability to integrate knowledge through writing and saw no other way to accomplish this. The students' responses are presented in Appendix F, Table F5.

Sixty-three percent of the students felt they had a clear understanding of what the comprehensive test would cover and 37% felt they did not have a clear understanding (Figure 7).

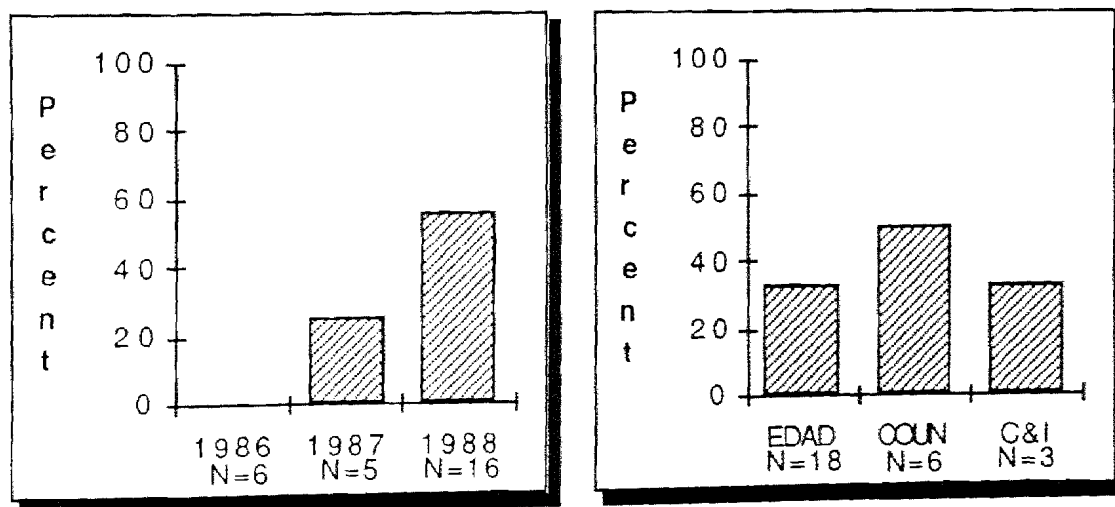
Figure 7. Doctoral students' responses to the degree of understanding of what comprehensive exam would cover. (N = 27)





Most of the uncertainty regarding comprehensives was found in the class of 1988 with a notable amount also in the class of 1987. There was no uncertainty at all in the class of 1986 (Figure 8). When the uncertainty regarding comprehensives was analyzed by major there seems to be equal uncertainty in all majors (Figure 8).

Figure 8. Doctoral students' uncertainty regarding what comprehensive exams would cover analyzed by admission year and major.



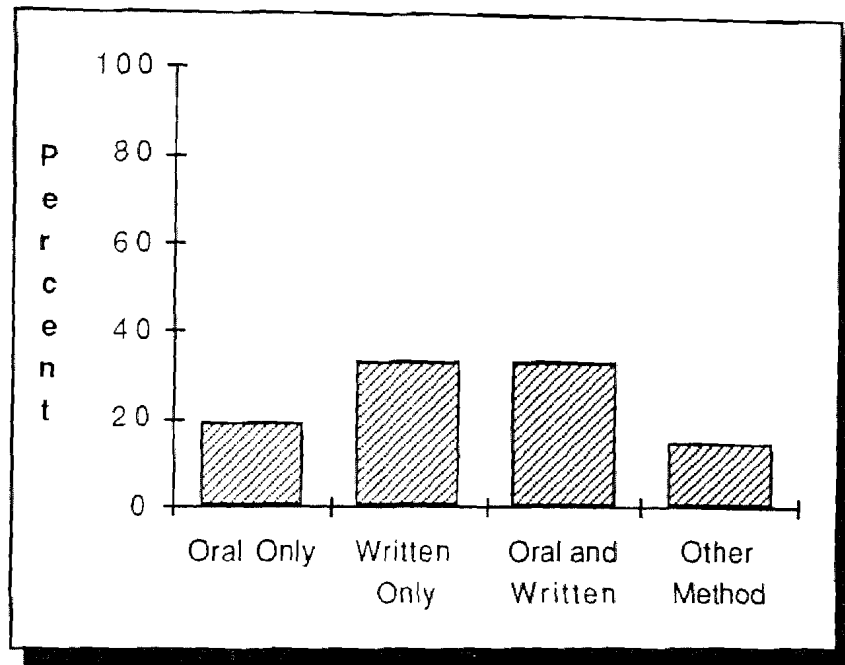
The students who did not feel they had a clear understanding of what comprehensive exams would cover were primarily concerned with the inconsistent scheduling of exams

(Students 3, 26), that some students wrote their own questions while others did not have this opportunity (Student 3), questions were written by professors who did not teach the class (Students 6, 20), structure and expectation for the examination were not defined (Students 7, 10, 11, 21, 24), and questions may have been slanted toward administration rather than the other majors (Student 22). (Appendix E, Table F6).

The students who felt they had a clear understanding of what comprehensive exams would cover attributed this feeling to a close relationship with their advisors and chairs (Students 2, 14, 16, 18, 19), information received from the professors (Students 2, 5, 9, 12), prior experience with comprehensive process (Students 4, 23), sample questions( 15, 17), and writing their own questions (students 13, 25) (Appendix F, Table F6).

Nineteen percent of the students indicated they preferred oral only comprehensive exams, 33% indicated they preferred written only, 33% indicated they preferred oral and written, and 15% indicated they preferred another method. (See figure 9).

Figure 9. Students' preferences for method of taking comprehensive exams.



The students who preferred oral exams indicated the reasons for their preference were: they felt they had good verbal skills (Students 21, 26), they felt oral exams were more time efficient (Students 9, 15), they felt they could be more precise (Students 9, 19), and they could get immediate feedback (Student 15) (Appendix F, Table F7).

The students who choose written comprehensive exams indicated the reasons for their preference were: they felt their written skills were better than their verbal (Student 25),

they liked the time to think and revise (Students 12, 24), felt the defense of the dissertation was sufficient for an oral component( 13, 16), they felt written was less stressful (Student 11), and student *must demonstrate they can* communicate their knowledge in writing (Student 18) (Appendix F, Table F7).

The students who chose both an oral and written exams indicated: they felt the exam should be rigorous (Student 1), both oral and written would allows for student differences (Students 2, 5, 7, 10, 17), you would have an opportunity to defend your written statements (Student 8) (Appendix F, Table F7).

The students who preferred another method for comprehensive exams suggested: group interaction (Student 14), seminar format (Student 22), writing a book or article (Student 23) (Appendix F, Table F7).

Seventy-four percent of the students felt they had an adequate opportunity to demonstrate their knowledge on comprehensive exams; 25%e felt they did not. The students who felt they had an adequate opportunity to demonstrate their knowledge indicated their reason were: the exam were appropriate (Students 2, 7, 9, 11, 12, 15, 16, 20), I knew what was expected (Student 13), I wrote my own questions (Student 19), the time allowed was adequate (Student 5, 8, 20), I write

very well (Student 27), practice essay questions were provided (Student 13), and the group study process reinforced learning (Student 21) (Appendix F, Table F8).

The students who felt they did not have an adequate opportunity to demonstrate their knowledge on comprehensive exams indicated their reasons were: the questions were too general (Students 1, 18), the questions were not content-oriented (Student 10), questions were unclear (Student 26), my career goals were vastly different from the administrator's, which could hinder the composition of the questions as well as the evaluation of my answers (Students 3, 22), and the time constraints limited me (Student 1) (Appendix F, Table F8).

The majority of the students (38%) prepared for between 21 - 40 hours for comprehensive exams, and 96% of the student passed comprehensive exams the first time (Figure 10).

#### Dissertation Committee

The students were asked to evaluate nine areas of satisfaction with their dissertation committees and they responded satisfied; dissatisfied as follows in Table 11.

Figure 10. Doctoral students' preparation time for comprehensive exams.

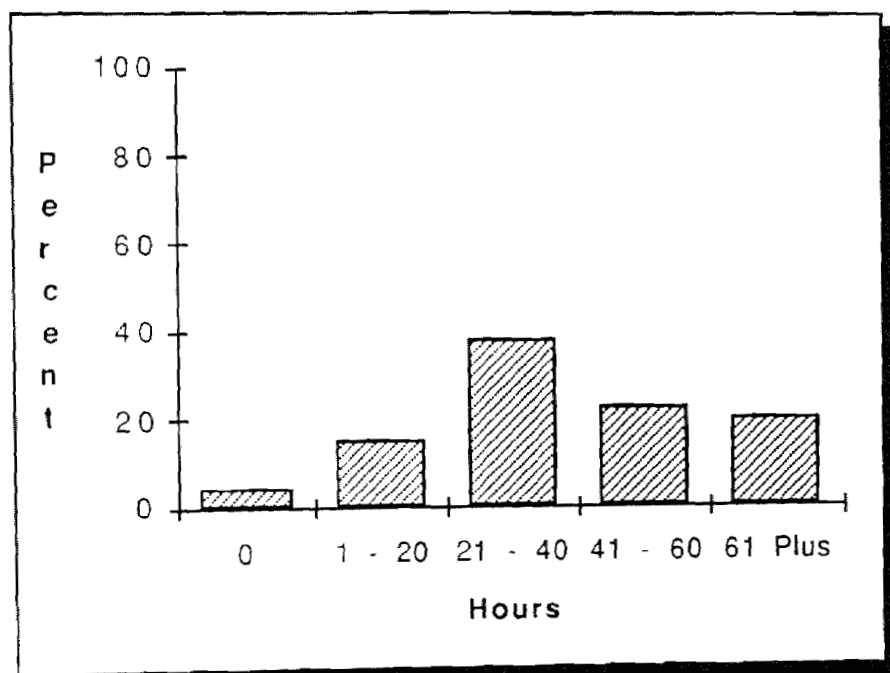


Table 11  
Students' Responses by Percentage to the Section on  
Dissertation Committee Satisfaction

Category	Percentage of Student Satisfaction	Percentage of Student Dissatisfaction
General satisfaction.	85	15
Expertise of their committee regarding research methodology.	95	5
Expertise of their committee regarding the topics of their dissertation	85	15
Feedback from the committee	85	15
Working relationship with the committee	90	10
Support from the committee	85	15
Availability of the committee by phone	90	10
Availability of the committee for appointments	90	10
The importance the committee felt toward their dissertation topic.	85	15

The students were asked in the interview to describe their working relationship with their committee as well as the kinds of support that were helpful or they would have liked to have received. In general the comments from students

indicated a good working relationships: the committee was available (Students 1, 2, 18), a good working relationship (Students 17, 22), supportive (Students 1, 16, 17, 20), good feedback (Students 1, 12, 19, 20), and the committee functioned well (Students 16, 21, 24). (Appendix F, Table F9). Of the 10 students who have finished their dissertation, 6 said their relationship with their committee was excellent.

The students identified the following deficiencies in committee relationships: I got the responses I asked for but nothing further (Student 11), I wanted my committee to be prepared for meetings ahead of time (Student 27), no one on my committee had expertise in my field (Student 3), it was very difficult to schedule appointments (Student 23, 26), and I would like all committee members to participate in the committee process (Students 8, 13, 14).

Those students who reported supportive committees indicated the following kinds of support: they gave me specific suggestions and feedback (Students 2, 4, 11, 12, 13, 16, 18, 19, 20), they were encouraging (Students 2, 3, 8, 18, 21), when they didn't know how to advise me they referred me to an expert (Student 5), they were willing to listen (Student

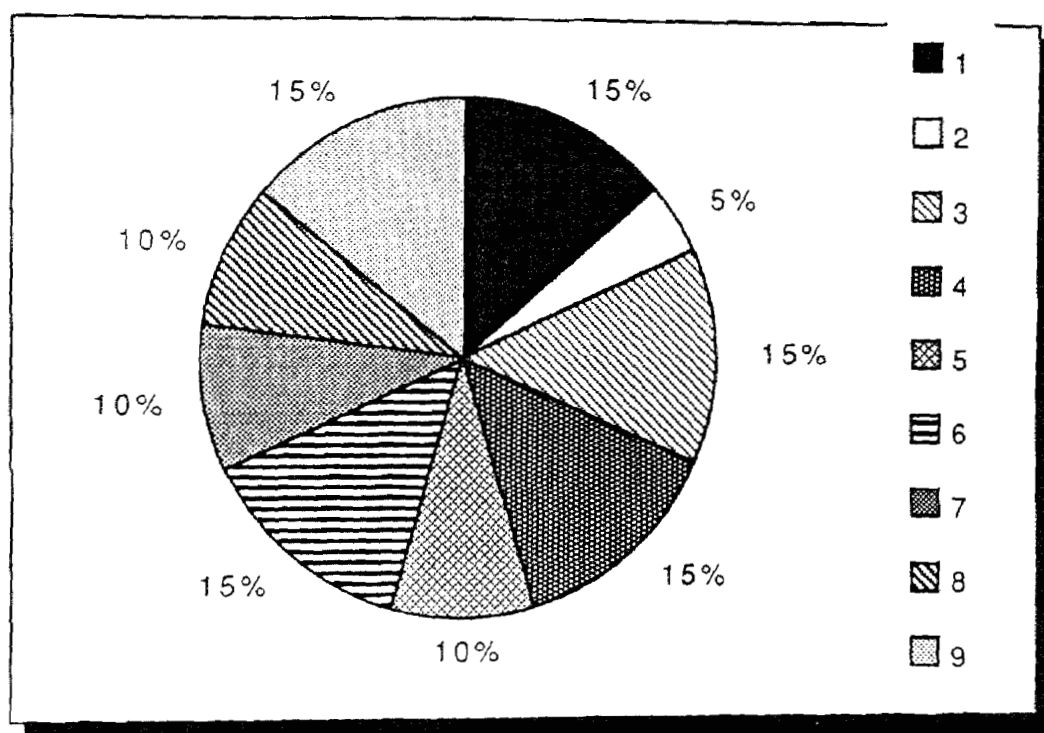


17), and they believed in my study (Student 21). (See Appendix F, Table F10). Of the 10 students who have finished their dissertation, 6 said the committee was very supportive and 4 said they were supportive.

The students expressed dissatisfaction as shown in Figure 11. The legend numbers are representative as follows:

1. General satisfaction.
2. Expertise of their committee regarding research methodology.
3. Expertise of their committee regarding the topics of their dissertation
4. Feedback from the committee
5. Working relationship with the committee
6. Support from the committee
7. Availability of the committee by phone
8. Availability of the committee for appointments
9. The importance the committee felt toward their dissertation topic.

Figure 11. Dissatisfaction of doctoral students in working with their dissertation committee. The question numbers in the legend correspond to the question numbers identified in paragraph one.



In general, the comments from students reporting a poor working relationship with their committee were: I had very little feedback from one committee member (Student 14), I never met with the committee; they were never available (Student 26).

Those students who reported insufficient support from their committees indicated the following lack of support:

1. My advisor was difficult to reach. I had poor communication with all but one member. I was unable to get appointments. The feedback I received was limited except from one individual (Student 14).
2. I would have liked a closer relationship. I felt like I had to chase them down (Student 26).
3. I was asked to change and re-change areas of my dissertation. I was asked to cut sections and then asked to put them back. My committee chair will not agree to meet with me at time I can meet. I have the feeling my committee does not want me to finish (Student 23).

### Dissertation

The students generally felt prepared to begin the dissertation process, (80% prepared; 20% unprepared). The students who felt prepared to begin the dissertation process indicated the reasons were: methods class (Students 1, 5, 8, 12, 13, 16), a supportive committee (Students 12, 14, 20), and other miscellaneous comments. (See Appendix F, Table F12).

The students who did not feel prepared and who were not confident indicated: they felt a deficiency in the areas of

research (Students 11, 20, 21, 22), they needed more direction from their committee (Students 14, 26, 23), and they lost momentum after the course work was over. (See Appendix F, Table F11).

The research methods used by the students were survey (80%) and experimental (20%).

The 10 students who have finished their dissertation spent from 12 months to 36 months completing their dissertation from inception to binding. (See Table 12). All of the students have published their dissertation in Dissertation Abstracts and one student has published a by-product of her dissertation. The dissertation topics represent a wide variety of research interests. The titles are presented in Appendix F, Table F13.

All of the students indicated they are planning to finish their dissertations.

#### General Satisfaction

The findings in the area of general satisfaction are presented under four subheadings: Recommend Drake, Most Beneficial, Least Beneficial, and Issues/Recommendations.

Table 12

Doctoral Students' Length of Time Reported for Completion of  
Their Dissertation from Inception to Binding

Length of Time	Number of Students
6 - 12 months	3
12 - 18 months	3
18 - 24 months	2
24 - 36 months	2

Recommend Drake

Eighty-one percent of the doctoral student would recommend Drake's doctoral program to others; 19% probably would not. The most often identified reasons for recommending the program were: the program is good (Students 2, 5, 15, 21, 23, 27, 6, 9, 11, 12, 17, 18, 24), the organization of the program has improved (Students 6, 3, 11, 13, 20, 7), the schedule of classes is convenient for those employed full time (Students 2, 5, 7, 16, 19, 21), and faculty/student relationships are positive (Students 8, 12, 14, 15, 17, 26,) (Table 13). A complete listing of students comments is presented in Appendix F, Table F17.

Table 13

Respondents' Reasons for Recommending the Drake Doctoral Program to Others

Reasons for Recommendation Category	Total Number of Times Mentioned
Good program	13
Organizational improvement	6
Schedule	6
Faculty/Student relationships	6
Core concept	4
Knowledgeable faculty	3
Reputation	2
Counseling Major	2
Miscellaneous	5

The majority of those who would not recommend the doctoral program were students majoring in counseling, and they agreed the program lacked depth theoretically and professionally (Students 10, 22, 26). Other students would not recommend Drake because of the disorganization (Student 3), committee problems (Student 23), lack of supervision and a warm caring environment (Student 26).

### Most Beneficial

The students were asked the question, "As you look back, what were the most beneficial and least beneficial parts of the doctoral core in helping you obtain your personal and professional goals?" The most frequently identified benefits were: doctoral classes and classmate associations each mentioned 10 times, professor associations, and internship/supervision activities. (See Table 14). A complete representation of the student comment categories and the number of times each category was mentioned are shown in Appendix F, Table F14.

Classes were identified 10 times as one of the most beneficial part of the core. The most often mentioned class was REID 368 (Research Methods and Readings); it was mentioned 5 times (Students 5, 13, 14, 15, 17). Other classes specifically mentioned were Issues of Education (Student 1), Counseling (Students 10, 12), and Leadership class (Student 14). A representation of other students' comments regarding the most beneficial classes follows: the best part of the core was the course work (Student 2); and a very beneficial part of the core was the intense academic study (Student 9).

Table 14

Students' Comments to the Question Regarding the Most Beneficial Part of the Core with Respect to Gaining Personal and Professional Goals

Most Beneficial Category	Number of Times Category Mentioned
Classes	10
Classmate associations	10
Professor associations	7
Internship/supervision	6
Schedule	3
Dissertation	2
Concern for students	2
Miscellaneous	6

Another strongly identified area of most benefit was association with classmates. A representation of the comments follows: the most beneficial part of the core is how the students supported each other (Student 3); the most beneficial part of the core was the association with the other core members (Student 8); the most beneficial part of the core was the resource of networking with other group members



(Student 24); and the most beneficial part of the core was the group comradery (Student 27).

Association with professors was the third most often identified beneficial part of the core. A representation of the comments follows:

1. The faculty are inspirational and helpful (Student 13)
2. The most beneficial part of the core was my contact with several professors on staff. My observation of their values and their intellectual capacity, and my observation of their commitment to education was impressive (Student 20).
3. I received the most meaningful feedback about work and performance from professors as well as formed valuable friendships (Student 27).

The internships/supervision was the fourth most often identified beneficial part of the core. A representation of the comments follows:

1. The internships were the most beneficial part of the core. I had the opportunity to do what I want to do. I gained experience. (Student 14).
2. The internships were very helpful. They were eye opening. (Student 15).

3. As I look back my internships and the clinical supervision I received was the most beneficial part of the doctoral core. (Student 22).

The dissertation and the schedule of class was also identified several times as the most beneficial part of the core. Categories of students' comments mentioned only once are identified as miscellaneous. They are represented as follows: what I liked most was the diverse thoughts presented to us (Student 11); I became a more productive citizen (Student 12); and my self esteem Increased (Student 27).

#### Least Beneficial

The categories most frequently identified as being of least benefit in the core were classes, poor instruction, department disorganization, and lack of core focus. (See Table 15). A complete representation of the student comments is shown in Appendix F, Table F15.

Table 15

Respondents' Comments to the Question Regarding the Least Beneficial Part of the Core with Respect to Gaining Personal and Professional Goals

Least Beneficial Category	Number of Times Category Mentioned
Classes	17
Poor instruction	6
Department disorganization	6
Focus of core too general	2
Miscellaneous	8

Comments regarding classes were divided into four categories: specific classes, class content, major interests, and miscellaneous. The specific classes identified as least beneficial were: leadership (identified once), staff development and foundations (identified twice), and statistics (identified four times). A representation of students' comments regarding the least beneficial part of the core follows:

1. As I look back one class doesn't seem to be meaningful, staff development (Student 1),

2. The leadership course could have been excellent if it had focused on how to initiate and manage change or strategic planning, however; it was more like a counseling session and was worthless (Student 24);
3. the least beneficial part of the core was the first statistics class I took. It was very negative and was beyond the grasp of the students and my undergraduate degree was in math (Student 9).

A representation of student's comments regarding class content as the least beneficial part of the core follows:

1. The content in all classes was so de-emphasized I didn't leave with much information. Some content things you just must know and I found I have to gain that knowledge separate from the core (Student 10).
2. EDAD people don't get enough in curriculum. If all they get is three hours in a core, it better be great. It wasn't (Student 21).
3. Didn't discuss current issues of education (Student 27).

References were made to classes specific to the curriculum and instruction majors and the counseling majors; students felt there wasn't enough curriculum and instruction-specific information (Student 1), and that courses were

focused on administration rather than counseling (Students 10, and 22).

Poor instruction was identified as an area less beneficial in the core. The comments are represented as follows: professors taught what they wanted to teach, not what the course was designed to have taught (Student 20); professors were not prepared to teach (Students 10, 27); and the quality of instruction was poor (Students 26, 27).

Disorganization was also identified as a least beneficial part of the core. The issues were: staff turnover and the problems lack of consistency create (Student 6), lack of identified expectations for the doctoral students (Students 3,13), difficulty in getting committee assignments (Student 13), not getting consistent answers to questions (Student 13), and disorganization in general (Student 27).

Two students were concerned about the lack of focus of the core. Student comments indicated that the content of the core courses was too wide-ranging and didn't converge to relate the various disciplines (Students 20, 27).

Least beneficial comments mentioned only once are identified as miscellaneous. They are represented as follows: the least beneficial part of the core was the time I spent on the road (Student 2); computer time difficult to get, highly unproductive time without a computer consultant (Student 5);

advisor was very difficult; I got the feeling I didn't measure up, but was not able to confirm this (Student 14); and working with the doctoral committee (Student 23).

### Issues and Recommendations

The students were also asked if they had anything else they wished to tell Drake about the doctoral program (question 56) and if they had any recommendations regarding the program (question 57). The comments for these two questions were combined and categorized. (See Table 16). (For a complete listing of comments, see (Appendix F, Table F18).

### Faculty Issues

Faculty was the number one concern. This category included comments in the area of faculty student relationships, faculty availability, faculty turnover, faculty community relationships, quality of faculty, and compliments to faculty (See Table 17).

Table 16

Respondents' Recommendations for the Doctoral Program

Category	Number of Times Category Mentioned
Faculty	22
Classes	11
Compliments	7
Communication	6
Committee	5
Dissertation	4
Instruction	4
Schedule	3
Relationship with students	3
Electives	3
Comprehensives	2
Core Concept	2
Classmate Associations	2
Department Disorganization	2
Internships	2
Professor Associations	1
Core Focus	1
Miscellaneous	10

Table 17

Respondents' Recommendations for the Doctoral Program  
Concerning Faculty Issues

Faculty Subdivisions	Number of Students Identifying Each Category
Faculty student relationships	7
Faculty turnover	5
Faculty availability	4
Faculty community relationships	2
Quality of faculty	2
Compliments to faculty	1
Miscellaneous	1

Faculty student relationships was identified most often by the students in the issues/recommendation category under the subcategory of faculty issues. A representation of the students' comments follows:

1. I didn't know what was expected of me from one professor. It seemed to be communicated that you need to read my mind (Student 18).



2. Because of the feminist attitude at Drake and because of my gender (Male) I found I had to defend everything I said (Student 10).
3. Most of the professors at Drake were supportive of religious beliefs except one from which I regularly experienced religious ridicule (Student 10).
4. If Drake is going to have a program the students' needs must have first priority (Student 23).
5. I think the concept of student advocacy is missing. I feel like they are more against us than for us (Student 25).
6. Drake seemed more interested in getting me into the program rather than seeing me through the program (Student 14).

Faculty turnover was identified five times in the subcategory of faculty issues. A representation of the comments follows: Drake has a mediocre program that could be excellent if they would invest in faculty that are committed to stay at Drake (Student 23); Drake needs to finish staffing and get people who will stay (Student 24, 13, 6); Staff turnover is frustrating (Student 11).

Faculty availability was identified four times in the subcategory of faculty issues. A representation of the comments follows: hire enough people so students have access

to their advisors and committee chairs (Students 23, 26); and I feel Drake should hire consultants to help with the dissertation and statistical process (Students 25, 26).

Faculty community relationships was identified by the students twice in the area of issues/recommendations. A representation of their comments follows: a faculty person well known in the community needs to network for the Drake graduates (Student 24), and it's important for Drake to be available to Iowa educators (Student 13).

Quality of faculty was identified by the students in the area of issues/recommendations. The comments are as follows: Drake must examine who teachers in the doctoral core (Student 27), and, I expected a lot more from the professors (Student 7).

There was also a compliment to a faculty member:

I would also like to share my appreciation to Professor #1 who has been instrumental to my research and writing of my dissertation. S/he has provided encouragement, support, and recognition of my efforts and has also demonstrated great patience' I have learned a great deal from her/him, not only about experimental design and statistical analysis, but how one learns and grows. S/he has provided for me a very valuable role model

regarding how one learns. I have also learned the greatness of humility that an ethical teacher has and how a true teacher learns alongside the student. My appreciation and respect to Professor #1 (Student 22).

The second most often identified category in the areas of issues/recommendations was classes. This issue was subdivided into four divisions: Counseling, specific classes, class content, and Curriculum and Instruction. (See Table 18).

Table 18

Students' Comments in the Area of Issues and Recommendations Subdivided by Class.

Subdivided Class Category	Number of Students' Comments
Counseling	5
Specific classes	3
Class content	2
Curriculum and Instruction	1

The comments regarding counseling classes are represented as follows:

1. Provide more theory both depth and breadth (courses would be geared specifically for counselor and courses would be geared toward more theoretical understanding of supervision and graduate courses in psychology (Student 10).
2. More focus on counseling in the core (Student 12).
3. I feel displeased with the lack professional development Drake offers you as a doctorate in counseling (Student 22).
4. A 3-6 hour course specific in the theory and application of clinical supervision not just observation (Student 19).
5. Do not combine administrative and counseling programs (Student 26).

Compliments were the third most often identified category in the area of issues and recommendations. A representation of the compliments follow:

1. Drake definitely produces leaders as evidenced the by people that are products of the program around Iowa (Student 2).
2. The professors challenged every thought I had. This was truly enlightening to me (Student 10).

3. I feel Drake's program is excellent despite a number of changes that took place during my time at Drake I feel more stability will only make an excellent program stronger (Student 16).
4. I feel I have had tremendous opportunities at Drake to teach, supervise, and be supervised (Student 22)
5. Keep up the good work (Student 8).

Other areas identified by the students were less significant and are presented in Appendix F, Table F18.

Overall the Drake doctoral students of 1986, 1987, and 1988 were satisfied with Drake's program in the areas researched. An inclusive summary, with conclusions, comparison, recommendations and implications follow in Chapter V.

## Chapter V

### SUMMARY, CONCLUSIONS, DISCUSSION, RECOMMENDATIONS, AND IMPLICATIONS

#### Introduction

This chapter presents the summary of the findings, conclusions that can be drawn from the findings, comparisons of the findings of this study to the findings reported in the review of the literature, recommendations that seem appropriate to make from the findings, and implications for further study. The chapter is divided into five sections: summary, conclusions, comparisons, recommendations, and implications. The sections summary, conclusions, and recommendations are further divided into the same eight categories as defined and described in Chapter one: background, current status, change, program, comprehensive exams, dissertation committee, dissertation, and general satisfaction.

## Summary

### Background Information

The doctoral population at Drake University's School of Education is equally represented by women and men. Almost half the population is between the ages of 41 and 45, about half received financial aid, almost all are Caucasian, the majority are married, have two children, are educational administration majors, and received prior degrees at Drake.

Most students said Drake was their first choice for doctoral studies because of the location of the institution, the weekend class schedule and Drake professors. The students reported most of the people in their lives were encouraging with themselves and other doctoral students being the greatest sources of encouragement.

### Current Status

Drake allows three years (from the time of registration for the first summer class to the completion of the dissertation) to finish the doctoral core. The time limit for the classes of 1986, 1987, and 1988 expired in June of 1989, 1990, and 1991 respectively. Only 37% (10 students) of the doctoral students have finished in the allotted time period.

Progress toward the degree seems to breakdown in the dissertation proposal stage.

### Program

Generally the students were satisfied with the program. Most of the dissatisfaction was found in the Counseling and Curriculum & Instruction majors, and in the 1987 and 1988 classes.

The Counseling students were most dissatisfied with their exposure to issues in education, their ability to reach professional goals, and ability to communicate knowledge. The Curriculum and Instruction majors were most dissatisfied with ability to reach their professional goals and exposure to issues in education.

The class of 1987 found the greatest dissatisfaction with Issues in Education and Internships. The class of 1988 found the greatest dissatisfaction with Professional Goals, Issues in Education, and Communication of knowledge.

### Change

In the four general change areas studied change was not evident in employment status before and after the doctoral program; however, almost two-thirds of the students



experienced changes in personal and professional goals, and half of the students experienced a change in their educational values.

In the area of professional activities those activities in which the students activities were increased were: submitted or published an article; organized, taught or conducted a seminar; and served as a consultant in your field. The students' activities decreased in: applied for a grant, enrolled in credit courses in your field, and participated in service organizations.

In all area of lifestyle activities, those activities in which the students exhibited substantial change, the direction of the change varied from student to student.

The students felt that the doctoral degree contributed to the measures of success for peer recognition and job security. They felt that the doctoral degree did not contribute to the measures of success of salary and career mobility. They were equally divided regarding the contribution to the measure of success of career advancement and self esteem.

### Comprehensive Exams

In general the doctoral students were satisfied with the comprehensive exam process. Students had varying

preferences for the type of exam they would prefer to take and were equally divided on the issue of non-traditional methods of fulfilling the purpose of comprehensive exams.

Approximately half the class prepared 40 hours or less for comprehensive exams and most passed all parts the first time.

The areas of concern identified were: approximately one-fourth of the students felt comprehensive exams were not valuable, over one-third of the students did not have a clear understanding of what comprehensive exams would cover, one-fourth of the students felt they did not have an opportunity to demonstrate their knowledge.

#### Dissertation Committee

The students were generally satisfied with their dissertation committee in the nine areas researched: (a) general satisfaction, (b) research methodology expertise, (c) dissertation topic expertise, (d) feedback, (e) working relationship, (f) support, (g) availability by phone, (h) availability for appointments, and (i) the importance felt toward their dissertation topic. The percent age of dissatisfaction was 15% or below in each category.

### Dissertation

The students were generally satisfied with the dissertation process. They attributed satisfaction to committee function, methods class, program design, and hard work. Dissatisfaction was attributed to a research deficiency, a lack of self discipline, and a lack of committee direction. The research method most often used was survey. Ten of 27 students have completed their dissertations, although all reported that they plan to finish.

### General Satisfaction

The majority of the doctoral students would recommend Drake's doctoral program to others. The majority of those who would not were students majoring in counseling, and they agreed the program lacked depth theoretically and professionally.

The students were generally satisfied with the doctoral program. Doctoral classes, classmate relationships, professor associations, and internship/supervision were identified as the most beneficial part of the core. The students also commented favorably on the changes Drake has made in the program, their appreciation of the core concept, and their

appreciation for a schedule that meets the needs of full-time employed students.

The students felt the least beneficial parts of the core were: issues relative to classes, instructional issues, and department disorganization.

The students identified most often in the areas of issues and recommendations, (a) faculty issues: availability, turnover, faculty student relationships, faculty community relationships, quality of faculty, and (b) class issues: counseling interests, specific classes, curriculum and instruction issues, class content, in the section requesting student comments on issues and recommendations.

### Conclusions

#### Background Information

The findings seem to indicate that Drake is attracting an equal number of men and women to their program, but there is an overwhelming lack of minorities in the doctoral population. Although younger and older students are represented in the doctoral population the majority of the population is representative of a very narrow age range. The unmarried

population represents a minority in the doctoral program, as does the student without children.

The three doctoral specialization areas Drake offers, (Counseling, Curriculum and Instruction, and Administration) are not equally represented by participants in the doctoral program. Administration has an overwhelming majority of the participants.

The majority of the doctoral population received earlier degrees from Drake indicating a very narrow representation of other colleges in Drake's doctoral population. Since approximately half of the doctoral population received financial aid it is evident that Drake's students have a need for financial assistance. It seems the reason Drake is the student's first choice for doctoral work is because of the convenience to the student and reputation of Drake.

It is concluded there does not appear to be a major source of discouragement that the doctoral students experience, however the majority of the encouragement come from within the program; other doctoral students and the students themselves.

### Current Status

From the finding that a majority of the doctoral students do not complete the doctoral program and that progress ceases at the dissertation stage, it is concluded that a systematic breakdown has been identified that impedes completion of the doctoral program.

### Program

The findings in the area of program dissatisfaction indicate that the dissatisfaction are both class year specific and major specific. It is concluded that the counseling and curriculum and instruction majors are dissatisfied with the doctoral program. The two classes with the greatest dissatisfaction were representative of most of the students. Therefore, it is concluded that student dissatisfaction is an issue.

### Change

The majority of the doctoral population were employed full time before and after they finished the core. This is indicative of the reasons the students reported for choosing Drake's program for doctoral work, as well as many of the comments regarding the most beneficial part of the core. It

seems to indicate that one of the major positive features of Drake's program is the structure which allows full-time employment while pursuing the doctorate.

One of the goals of Drake University's doctoral of education program is to prepare students to be educational leaders. The percentage of students that have continued to participate in leadership activities in education and the community is viewed as evidence that Drake is meeting its goal. In the area of research involvement the percentages are lower than desired, but not lower than expected. In the past Drake has exposed students to research, but has not emphasized writing and publishing.

There did not seem to be a significant lifestyle change identified by the students after completing doctoral core class work. Perhaps the right survey questions were not asked, or perhaps the measure was taken too close to completion of the core class work, or perhaps a lifestyle change is not a predictable outcome of the doctoral program. The students viewed peer recognition and job security as significant contributions to success resulting from the doctoral degree.

### Comprehensive Exams

In general, the doctoral students tolerated the comprehensive exams process, but were not satisfied with the exam experience. The exam experience was not considered valuable. The traditional written exam was not strongly supported and many suggestions were made for non-traditional approaches.

### Dissertation Committee

Except for a few isolated cases the dissertation committee process was acknowledged as satisfactory by the doctoral students.

### Dissertation

It is concluded that although the dissertation process was viewed as satisfactory, there was sufficient dissatisfaction when coupled with the findings that only 10 of the 27 students have completed their dissertations, to conclude that problems exist. It is also concluded that research methods utilized by Drake's doctoral students is limited to a narrow choice of methodology.



### General Satisfaction

Drake's doctoral students were willing to give feedback to the evaluator regarding the program. They identified from experience the most and least beneficial parts of the core, and gave general recommendations which gives Drake invaluable information from which to analyze their program.

### Comparisons

The institutions addressed in the Review of the Literature: Loyola, Michigan State, Ohio State, and Drake University, are very different. Two are state universities and two are private, they are all in different geographical areas, they are different sizes, they are different in philosophy, etc. Thus the comparisons that are made are not comparison from parallel institutions, but rather comparisons of available literature of students' satisfaction with doctoral programs in general.

The populations were similar in that Drake and Ohio State both seemed to have evenly divided populations between female and male, the average age of the students was similar although Michigan's population was slightly younger, the need for financial aid was similar. Michigan and Ohio had a larger diversity of specialization opportunities than Drake. Almost all of Drake's doctoral students worked full time compared to

only about half of Michigan's and only one-fourth of Ohio State's.

Drake's doctoral program is designed to span only three years which is short compared to the state universities which had most students complete within three to eight years and another 7% complete some time after eight years.

Generally, Drake, as well as MSU, students were pleased with the quality of their doctoral programs.

Drake did not find a change in employment patterns for the students before and after the doctoral program unlike Loyola University who found the effect of the doctorate on career patterns was generally positive and Michigan State University who found 80% of the students said the degree helped them advance professionally

Drake did not find the doctoral students exhibiting changes in their lifestyles before and after their doctoral work. Loyola similarly found only slight changes in the values and behaviors of their doctoral students.

Drake found the doctoral students generally increased their activities in areas of professional activities after finishing the course work, as did MSU students. One common area of insufficiency was in the area of publishing--especially publishing as a result of the dissertation effort.

The institutions differ in their methods of conducting comprehensive exams so satisfaction cannot be compared. The students from the different institutions differ in their feelings regarding the value of comprehensive exams. Drake's student did not feel the exam was valuable. The MSU students generally felt the comprehensive exams process was valuable.

The majority of the MSU students were spending one to three weeks, three to six weeks, or more than six weeks and less than one week. The BSU students spent a longer time preparing for their comprehensive exams (5.6 weeks) than did the ASU students (4.6 weeks). Fifty-eight percent of the alumni from ASU and 76% from BSU felt their study efforts were guided by a clear sense of what the exams would cover. Seventy-four percent of the BSU students felt they received constructive feedback as opposed to forty-two percent at ASU. The BSU students were more likely to pass the exams the first time (98%) than the ASU students (89%).

In general Drake's doctoral students were satisfied with the comprehensive exam process. Students had varying preferences for the type of exam they would prefer to take and were equally divided on the issue of non-traditional methods of fulfilling the purpose of comprehensive exams. Approximately half the class prepared 40 hours or less for comprehensive exams and most passed all parts the first time.

The areas of concern identified by Drake's doctoral students were: approximately one-fourth of the students felt comprehensive exams were not valuable, over one-third of the students did not have a clear understanding of what comprehensive exams would cover, one-fourth of the students felt they did not have an opportunity to demonstrate their knowledge.

The doctoral students from all four institutions in general felt positive about their experience with their dissertation committee. They felt their committee had both the expertise in literature review and research methodology to adequately guide their dissertation. However, in each institution doctoral students reported some dissatisfaction with dissertation committees.

Approximately two-thirds of the students from MSU and OSU institutions who felt unprepared in methodology for their dissertation worked with committees that lacked expertise in one or both areas of theory and research methodology. Fifteen percent of Drake's doctoral students were dissatisfied with: expertise of their committee regarding the topic of their dissertation, feedback from their committee, support from their committee, and importance the committee felt toward their dissertation topic.

The students in all four institutions were generally satisfied with the dissertation process. The research method most often used by Drake's doctoral students as well as MSU's was survey. Drake's students and MSU's students had similar feeling of adequate preparedness for the dissertation process.

The majority of the doctoral students at Drake as well as MSU would recommend their doctoral program to others.

Drake's students identified these areas of needed improvement: issues relative to classes, instructional issues, and department disorganization as compared to the suggested improvements of MSU's doctoral students of flexible policies, changes in course scheduling, improved access to faculty, improved communications, and the addition of a professional internship.

### Recommendations

#### Background Information

Because of the overwhelming lack of minorities in the doctoral program, perhaps Drake should investigate further the reasons for this missing minority population. Also, because of the narrow demographic description of the doctoral population,

perhaps Drake should investigate implications surrounding these demographics.

### Current Status

The findings revealed a large percentage (63%) of the students do not finish the dissertation within the allotted time period. Thus, it is concluded that the dissertation process should be examined. Perhaps a comparison of factors should be made of students who do and do not finish the dissertation .

### Program

Even though the majority of the doctoral population were satisfied with the program, a sufficiently high percentage of dissatisfaction was found in all four program categories to elicit investigation.

### Comprehensive Exams

An investigation should be undertaken of non-traditional approaches or processes, unique to each doctoral student's talents and needs, which will fulfill the purpose the comprehensive exams, as well as, address the deficiencies in comprehensive exam process the doctoral students identified.

### Dissertation and Dissertation Committee

An investigation of the dissertation and dissertation committee process should be undertaken to examine ways of strengthening this area.

### General Satisfaction

On the basis of the findings in the area of general satisfaction it is recommended that Drake further evaluate the Counseling and Curriculum and Instruction specializations to determine the degree of compatibility with the other disciplines offered in the core.

On the basis of the findings in the area of general satisfaction, it is recommended that Drake further investigate the issues most often identified by the students as concerns. These were: (a) class issues--specific classes, class content, degree major interests and miscellaneous, (b) instructional issues, (c) department disorganization, and (d) faculty issues--availability, turnover, faculty student relationships, faculty community relationships, and quality of faculty.

### Implications

This study contributes to a limited body of research on outcomes of doctoral education. Further, the methodology used may have contributed to the investigation's ability to obtain richer, and more detailed information in that a mail survey/phone interview combination methodology was used, embellished with time for reflection prior to the phone interview, and embellished with both interviewer and interviewee using copies of the survey.



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**APPENDIX A**

**SURVEY**

**THE OUTCOMES OF DOCTORAL STUDY AT  
DRAKE UNIVERSITY, DES MOINES, IOWA**

Unless otherwise indicated, please circle the letter which best represents your response to each question.

This survey instrument addresses the period of the last 30 hours of the doctoral program called the "doctoral core." Please answer all questions with this time period in mind.

**BACKGROUND INFORMATION**

1. When did you begin the doctoral core?

\_\_\_\_\_

(Month and year)

2. When you entered the doctoral core your status was:

- A. Single  
B. Married

3. Did you have children when you entered the doctoral core?

- A. Yes

\_\_\_\_\_ how many?  
\_\_\_\_\_ age  
\_\_\_\_\_ age  
\_\_\_\_\_ age  
\_\_\_\_\_ age  
\_\_\_\_\_ age

- B. No

4. Gender?

- A. Male  
B. Female

5. How old were you when you entered the doctoral core?

\_\_\_\_\_

(survey continues)

6. How do you describe yourself?  
(You do not have to answer.)
- A. American Indian
  - B. Asian, Pacific Islander, or Filipino
  - C. Black or Afro-American
  - D. Hispanic, Chicano, or Spanish-speaking American
  - E. White or Caucasian
  - F. Other \_\_\_\_\_
7. Where did you get your Master's degree?
- \_\_\_\_\_
- (Name of school)
8. What was your Master's degree?
- A. Counseling
  - B. Administration
  - C. Curriculum and Instruction
  - D. Higher Education
  - E. Adult Education
  - F. Effective Teaching
  - G. Other \_\_\_\_\_
9. When did you finish your master's degree?
- \_\_\_\_\_
- Month and year you finished your master's degree.
10. Where did you get your Specialist degree/the first 30 hours of the doctorate?
- \_\_\_\_\_
- (Name of school)
11. What was your Specialist degree/the first 30 hours of the doctorate?
- A. Counseling
  - B. Administration
  - C. Curriculum and Instruction
  - D. Higher Education
  - E. Adult Education
  - F. Effective Teaching
  - G. Other \_\_\_\_\_
12. When did you finish your Specialist degree/the first 30 hours of the doctorate?
- \_\_\_\_\_
- Month and year you finished your Specialist degree.

(survey continues)

13. Was Drake your first choice for graduate study toward the doctorate degree?

A. Yes

Why was Drake your first choice?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

B. No

If no, what institution was your first choice?

\_\_\_\_\_

Why did you decide to attend Drake rather than your first choice?

1. \_\_\_\_\_
2. \_\_\_\_\_

14. Did you receive financial assistance (other than personal support) while at Drake?  
(You do not have to answer.)

A. Yes (Circle all that apply.)

1. Drake graduate assistantship
2. Stafford Loan
3. SLS Loan
4. Employer reimbursement

B. No

(survey continues)

15. While pursuing your doctorate, how encouraging were the following people?  
(Use the scale indicated below to answer.)

- A. Very encouraging  
B. Encouraging  
C. Neither encouraging nor discouraging  
D. Discouraging  
E. Very discouraging

Circle the most appropriate response for each person.

15.1.	Spouse	A	B	C	D	E
15.2.	Children	A	B	C	D	E
15.3.	Friends	A	B	C	D	E
15.4.	Relatives	A	B	C	D	E
15.5.	Other doctoral students	A	B	C	D	E
15.6.	Professors in education	A	B	C	D	E
15.7.	Professors in specialty	A	B	C	D	E
15.8.	Chair of committee	A	B	C	D	E
15.9.	Other committee members	A	B	C	D	E
15.10.	Self	A	B	C	D	E
15.11.	Other _____					

(survey continues)

## CURRENT STATUS

16. How long did it take you to finish your doctor's degree? (The doctoral core/last 30 hours of the doctor's degree including the dissertation.)

A. I finished as follows

\_\_\_\_\_  
Month and year you began  
your doctor's degree

\_\_\_\_\_  
Month and year you finished  
your doctor's degree

B. I have not finished, but I do plan to finish. (Circle all that apply.)

1. I finished all core classes
2. I finished all internships
3. I finished the dissertation proposal
4. I finished the review of the literature for the dissertation
5. I finished the research for the dissertation
6. I finished all but the library check and final changes on my dissertation

C. I have not finished, and I do not plan to finish.

1. I finished all core classes
2. I finished all internships
3. I finished the dissertation proposal
4. I finished the review of the literature for the dissertation
5. I finished the research for the dissertation
6. I finished all but the library check and final changes on my dissertation

7. Please indicate the reasons you do not plan to finish.

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(survey continues)

### CHANGES RELATED TO DOCTORAL WORK

17. What categories best describe your employment status immediately before you began the doctoral core and after you finished the doctoral core? (Choose all that apply.)

	<u>Before</u>	<u>After</u>
A. Employed full-time	<input type="checkbox"/>	<input type="checkbox"/>
B. Employed part-time	<input type="checkbox"/>	<input type="checkbox"/>
C. Unemployed	<input type="checkbox"/>	<input type="checkbox"/>
D. Unemployed, but looking for a job	<input type="checkbox"/>	<input type="checkbox"/>
E. Caring for a home/family	<input type="checkbox"/>	<input type="checkbox"/>
F. Retired	<input type="checkbox"/>	<input type="checkbox"/>
G. Graduate assistantship	<input type="checkbox"/>	<input type="checkbox"/>
H. Other _____	<input type="checkbox"/>	<input type="checkbox"/>

18. Please describe the type of setting in which you worked before and after the doctoral core. If you are self-employed, please still indicate which choice best describes your work setting. (Choose all that apply.)

	<u>Before</u>	<u>After</u>
A. School setting	<input type="checkbox"/>	<input type="checkbox"/>
B. College or university	<input type="checkbox"/>	<input type="checkbox"/>
C. Hospital/health provider	<input type="checkbox"/>	<input type="checkbox"/>
D. Social/human service agency	<input type="checkbox"/>	<input type="checkbox"/>
E. Manufacturing company/corporation	<input type="checkbox"/>	<input type="checkbox"/>
F. Service company/corporation	<input type="checkbox"/>	<input type="checkbox"/>
G. Caring for home/family	<input type="checkbox"/>	<input type="checkbox"/>
H. Government	<input type="checkbox"/>	<input type="checkbox"/>
I. Military	<input type="checkbox"/>	<input type="checkbox"/>
J. Other _____	<input type="checkbox"/>	<input type="checkbox"/>

For question 19 and 20 please select the salary range which best answers the question and place the letter in the blank space provided. (You do not have to answer.)

- |    |        |    |          |
|----|--------|----|----------|
| A. | 0      | to | \$19,999 |
| B. | 20,000 | to | 39,999   |
| C. | 40,000 | to | 59,999   |
| D. | 60,000 |    | Plus     |

(survey continues)



19. Place a letter in the space below which best answers the following question.

To the best of your recollection, what was your annual gross salary from your primary job prior to coming to Drake to participate in the doctoral core?

\_\_\_\_\_ (Use salary list above.)

\_\_\_\_\_ What year was this?

\_\_\_\_\_ Position title.

20. To the best of your recollection, what was your annual gross salary from your primary job one year after finishing the doctoral core?

\_\_\_\_\_ (Use salary list above.)

\_\_\_\_\_ What year was this?

\_\_\_\_\_ Position title.

21. How closely related is/was your employment to the field of your doctoral work before your doctorate and after your doctorate?

	<u>Before</u>	<u>After</u>
A. Closely related	<input type="checkbox"/>	<input type="checkbox"/>
B. Somewhat related	<input type="checkbox"/>	<input type="checkbox"/>
C. Unrelated	<input type="checkbox"/>	<input type="checkbox"/>

22. To what extent has your graduate program contributed to the following measures of success? (For each term place a letter next to each response which best represents your answer.)

- A. Great contribution  
B. Some contribution  
C. Little contribution  
D. No contribution

\_\_\_\_\_ Peer recognition  
\_\_\_\_\_ Salary  
\_\_\_\_\_ Career advancement  
\_\_\_\_\_ Self-esteem  
\_\_\_\_\_ Job security  
\_\_\_\_\_ Career mobility  
\_\_\_\_\_ Other \_\_\_\_\_

(survey continues)

23. For each activity listed below, indicate the number of times per year you engaged in the following activities the year prior to formally entered the doctoral program and the year following your completion of the course work for the doctorate. (Place the appropriate response on the blank line provided for each period: before the doctorate and after the doctorate.)

- A. 0 times  
 B. 1-2 times  
 C. 3-5 times  
 D. 6+ times

Activities	Before	After
Attended a conference in your field	_____	_____
Delivered a paper at a conference	_____	_____
Submitted or published an article	_____	_____
Wrote a book	_____	_____
Belonged to a professional organization	_____	_____
Held office in a professional organization	_____	_____
Organized, taught, or conducted a seminar	_____	_____
Participated in a research project	_____	_____
Served as a consultant in your field	_____	_____
Received an academic/professional award	_____	_____
Applied for a grant	_____	_____
Enrolled in credit courses in your field	_____	_____
Participated in educational development	_____	_____
in your field	_____	_____
Participated in politics	_____	_____
Ran for political office	_____	_____
Participated in service organizations	_____	_____
Chaired a committee outside job responsibilities	_____	_____
Other _____	_____	_____

(survey continues)

24. For each activity listed below, indicate the number of times per year or hours per week you engaged in the following activities for a one year period before you formally entered the doctoral program and a one year period following the doctoral course work. (Place the appropriate response on the blank line provided for each period: before the doctorate and after the doctorate.)

- A. 0 hours per week/times per year  
 B. 1-2 hours per week/times per year  
 C. 3-5 hours per week/times per year  
 D. 6-10 hours per week/times per year  
 E. 10 + hours per week/times per year

Activities	<u>Before</u>	<u>After</u>
Watched television (hours per week)	_____	_____
Read a book for enjoyment (hours per week)	_____	_____
Participated in an athletic activity for enjoyment (hours per week)	_____	_____
Participated in non-credit classes (hours per week)	_____	_____
Visited a museum (times per year)	_____	_____
Visited an art exhibit (times per year)	_____	_____
Saw a movie (hours per week)	_____	_____
Went to a concert (times per year)	_____	_____
Socialized with friends (hours per week)	_____	_____
Volunteered services for personal satisfaction (hours per week)	_____	_____
Attended religious services (hours per week)	_____	_____
Other (hours per week) _____	_____	_____

(survey continues)

25. How have your personal goals changed since you began your doctorate?

Describe your goals before entering the core.

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Describe your goals after finishing the core (whether you have finished your dissertation or not).

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26. How did your values (your central beliefs) change regarding educational issues since you began doctoral study?

Describe your values before entering the core.

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Describe your values after finishing the core (whether you have finished your dissertation or not).

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(survey continues)

**PROGRAM**

27. In general how well did your graduate core work prepare you to reach your professional goals?
- A. Very well prepared
  - B. Well prepared
  - C. Not well prepared
  - D. Not prepared at all
28. How well did your graduate core work expose you to current issues of education?
- A. Very well exposed
  - B. Well exposed
  - C. Not well exposed
  - D. Not exposed at all
29. How well did your graduate core work prepare you to communicate your professional knowledge?
- A. Very well prepared
  - B. Well prepared
  - C. Not well prepared
  - D. Not prepared at all
30. How well did the graduate internships prepare you to meet your professional goals?
- A. Very well prepared
  - B. Well prepared
  - C. Not well prepared
  - D. Not prepared at all

(survey continues)

**COMPREHENSIVE EXAMS**

31. How valuable do you believe the comprehensive exam process is.
- A. Extremely valuable
  - B. Very valuable
  - C. Valuable
  - D. Not so valuable
  - E. Not valuable at all.
32. As you understand the purpose of comprehensive exams, do you think you could achieve that purpose with a process other than comprehensive exams?
- A. Yes  
Describe what method \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  - B. No
33. Do you feel you had a clear understanding of what your comprehensive tests would cover?
- A. Extremely clear
  - B. Very clear
  - C. Clear
  - D. Not very clear
  - E. Not clear at all

To what do you attribute your clear/unclear understanding of what comprehensive exams would cover?

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(survey continues)

34. If you could choose, which method of comprehensive testing would you prefer?

- A. Oral only
- B. Written only
- C. Oral and Written
- D. Other

Please explain your preference.

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35. Do you feel you had an adequate opportunity to demonstrate your knowledge?

- A. Yes

Why? 

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- B. No

Why? 

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36. How long did you prepare for comprehensive exams?

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 (express in hours)

37. Did you pass all parts the first time?

- A. Yes
- B. No
- C. I didn't take comprehensive exams

If No, how many parts did you need to retake?

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If No, did you pass the second time?

- A. Yes
- B. No

(survey continues)

### SELECTION OF DISSERTATION COMMITTEE

38. Describe your overall satisfaction with your committee
- A. Very good
  - B. Good
  - C. Adequate
  - D. Poor
  - E. Very poor
39. Describe the expertise of your committee in the area of **research methodology**.
- A. Expert
  - B. Satisfactory
  - C. Unsatisfactory
  - D. Not Applicable
40. Describe the expertise of your committee in the area of **your dissertation topic**.
- A. Expert
  - B. Satisfactory
  - C. Unsatisfactory
  - D. Not Applicable
41. Describe the feedback you got from your committee.
- A. Very Good
  - B. Good
  - C. Adequate
  - D. Poor
  - E. Very poor
42. Describe your working relationship with your committee.
- A. Excellent
  - B. Above Average
  - C. Average
  - D. Below Average
  - E. Terrible

Explain why you made your choice.

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(survey continues)



43. Describe how supportive your committee was during the dissertation process.

- A. Very supportive
- B. Supportive
- C. Not supportive

Comment on what kind of support was helpful?

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44. How available was your committee by phone during the dissertation process?

- A. Same day
- B. Next day
- C. Within week
- D. Longer than one week

45. How available for appointments was your committee during the dissertation process?

- A. I could schedule a meeting the week I wanted.
- B. I could schedule a meeting within two weeks of the week I wanted.
- C. I could schedule a meeting within a month of the week I wanted.
- D. I could not schedule a meeting within any of these time periods.

46. How much emphasis do you perceive each member of your committee put on the importance of your dissertation?

- A. Extremely important
- B. Very important
- C. Important
- D. Not very important

(survey continues)

**DISSERTATION**

47. How prepared were you for the dissertation process?

- A. Well prepared
- B. Adequately prepared
- C. Not prepared

Explain your answer.

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48. What was the title of your dissertation?

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49. What research method did you choose for your dissertation?

- A. Survey
- B. Experimental
- C. Ethnography
- D. Historical
- E. Other

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(survey continues)

50. Have you completed your dissertation?

- A. Yes
- B. No

50 A. If you answered yes, how long did it take you to complete your dissertation from inception to binding?

\_\_\_\_\_ (Express in months)

50 B. If you answered no, do you plan to complete your dissertation?

- A. Yes
- B. No

50 B(a) If yes, when do you plan to complete it?

an \_\_\_\_\_ (Give  
estimated date in month and year.)

50 B(b) If you answered no, indicate why you do not plan to complete your dissertation.

\_\_\_\_\_

51. Was your dissertation published?

- A. Yes
- B. No

If you answered yes, indicate where and when it was published.

\_\_\_\_\_

52. Have you published by-products of your dissertation?

- A. Yes
- B. No

If you answered yes, indicate where and when it was published.

\_\_\_\_\_

(survey continues)

## GENERAL SATISFACTION

53. As you look back, what do you consider the most beneficial part of the doctoral core in helping you attain your personal and professional goals?

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54. As you look back, what do you consider the least beneficial part of the doctoral core in helping you attain your personal and professional goals?

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55. Would you recommend your doctoral program to others?

- A. Yes, enthusiastically
- B. Yes
- C. Probably not
- D. No

Please comment on your answer.

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(survey continues)

56. Is there anything else you wish to tell us about your doctoral education at Drake?

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## 57. Recommendations

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

APPENDIX B  
Letter

March 25, 1991

Dear :

Dr. Hilda Williams, Director of the Doctoral Program, and I are working together to evaluate the doctoral program at Drake University. Our target population is the doctoral students who began the doctoral core during the period from the summer of 1986 through the summer of 1989.

The method of our study includes a combined survey and phone interview design. You will find enclosed a copy of the survey instrument. It is divided into seven areas: background information, current status, changes related to doctoral work, the core program, comprehensive exams, committee selection, and the dissertation process. It is being sent to you so you can give some thought to your answers before we talk on the phone, and so you will have a copy to refer to during the interview. Also enclosed is a response card. Please choose a convenient time on April 9, 11, 16, or 18; between 9:00 a.m. and 8:00 p.m., for us to talk by phone. Include the phone number where I can reach you, and mail the post card back to me today, please.

I appreciate your willingness to help us with this project. Please accept this Drake pen and pencil in appreciation for your participation. Future doctoral students will benefit from your unselfish efforts.

Sincerely,

Cindy Green  
Specialist Degree Candidate

APPENDIX C  
Post Card

Dear

Please make a choice for your phone interview. Choose a time on the following dates:

April 9	9:00 a.m.	-	8:00 p.m.
April 11	9:00 a.m.	-	8:00 p.m.
April 16	9:00 a.m.	-	8:00 p.m.
April 18	9:00 a.m.	-	8:00 p.m.

Write a date and time next to your first, second, and third choice

First Choice \_\_\_\_\_

Second Choice \_\_\_\_\_

Third Choice \_\_\_\_\_

PHONE NUMBER Area Code \_\_\_\_\_ Number \_\_\_\_\_

PLEASE MAIL THIS BACK TO ME TODAY. THANKS FOR YOUR HELP.

Drake University  
25th and University  
Des Moines, Iowa 50311  
C. Green; Memorial 301

C. Green  
Memorial 301  
**DRAKE UNIVERSITY**  
25th and University  
Des Moines, Iowa 50311



# APPENDIX D

## SPSSX DATA PROGRAM

```

SET VERIFY=NO IMAGE
SPSS X
TITLE OUTCOMES
COMMENT ***A follow-up Study of Doctoral of Education Degree Alumni at Drake
        University
DATA LIST RECORD=11
    /1 Number 1-3 BG1 5-7 BG2 9 BG3 11 BG3.1 13 BG3.2A 15 BG3.2B 17 BG3.2C
      19 BG3.2D 21 BG3.2E 23 BG4 25 BG5 27 BG6 29 BG7 31 BG8 33 BG9
      35-37
    /2 BG10 1 BG11 3 BG12 5-7 BG13 9 BG13.2 11 BG14 13 BG14.1 15 BG15.1 17
      BG15.2 19 BG15.3 21 BG15.4 23 BG15.5 25 BG15.6 27 BG15.7 29
    /3 BG15.8 1 BG15.9 3 BG15.10 5 BG15.11 7 CS16.1A 9 CS16.1B 11-13
      CS16.2 15 CS16.3 17 C17.1 19 C17.2 21 C18.1 23 C18.2 25 C19.1A
      27 C19.1B 29-31 C19.1C 33
    /4 C20.1A 1 C20.1B 3-4 C20.1C 5 C21.1 7 C21.2 9 C22.1 11 C22.2 13 C22.3
      15 C22.4 17 C22.5 19 C22.6 21 C22.7 23 C23.1 25 C23.2 27 C23.3 29
    /5 C23.4 1 C23.5 3 C23.6 5 C23.7 7 C23.8 9 C23.9 11 C23.10 13 C23.11 15
      C23.12 17 C23.13 19 C23.14 21 C23.15 23 C23.16 25 C23.17 27
      C23.18 29
    /6 C23B.1 1 C23B.2 3 C23B.3 5 C23B.4 7 C23B.5 9 C23B.6 11 C23B.7 13
      C23B.8 15 C23B.9 17 C23B.10 19 C23B.11 21 C23B.12 23 C23B.13
      25 C23B.14 27 C23B.15 29
    /7 C23B.16 1 C23B.17 3 C23B.18 5 C24A.1 7 C24A.2 9 C24A.3 11 C24A.4 13
      C24A.5 15 C24A.6 17 C24A.7 19 C24A.8 21 C24A.9 23 C24A.10 25
      C24A.11 27 C24A.12 29
    /8 C24B.1 1 C24B.2 3 C24B.3 5 C24B.4 7 C24B.5 9 C24B.6 11 C24B.7 13
      C24B.8 15 C24B.9 17 C24B.10 19 C24B.11 21 C24B.12 23 C25 25
      C26 27 P27 29
    /9 P28 1 P29 3 P30 5 E31 7 E32 9 E33 11 E34 13 E35 15 E36 17 E37A 19
      E37B 21 E37C 23 DC38 25 DC39 27 DC40 29
    /10 DC41 1 DC42 3 DC43 5 DC44 7 DC45 9 DC46 11 D47 13 D48 15 D49 17
      D50 19 D50A 21 D50B 23 D50.B1 24-26 D50.B2 27 D51 29
    /11 D52 1 S53 3 S54 5 S55 7 S56 9 S57 11
VARIABLE LABELS
    Number 'Student number'
    BG1 'When did you begin the doctoral core'
    BG2 'When you entered the doctoral core your status was'
    BG3 'Did you have children when you entered the doctoral core'
    BG3.1 'How many children did you have'
    BG3.2A 'What are the ages of your first child'
    BG3.2B 'What are the ages of your second child'
    BG3.2C 'What are the ages of your thirdchild'
    BG3.2D 'What are the ages of your fourth child'
    BG3.2E 'What are the ages of your fifth child'
    BG4 'Gender'

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(data program continues)

BG5 'How old were you when you entered the doctoral core'  
 BG6 'How do you describe yourself'  
 BG7 "Where did you get your Master's degree"  
 BG8 "What was your Master's degree"  
 BG9 "When did you finish your master's degree"  
 BG10 'Where did you get your Specialist degree/the first 30 hours of the doctorate'  
 BG11 'What was your Specialist degree/the first 30 hours of the doctorate'  
 BG12 'When did you finish your Specialist degree/the first 30 hours of the doctorate'  
 BG13 'Was Drake your first choice for graduate study toward the doctorate degree'  
 BG13.2 'If no, what institution was your first choice'  
 BG14 'Did you receive financial assistance (other than personal support) while at Drake'  
 BG14.1 'What kind of financial assistance did you receive'  
 BG15.1 'While pursuing your doctorate, how encouraging was your Spouse'  
 BG15.2 'While pursuing your doctorate, how encouraging were your Children'  
 BG15.3 'While pursuing your doctorate, how encouraging were your friends'  
 BG15.4 'While pursuing your doctorate, how encouraging were your Relatives'  
 BG15.5 'While pursuing your doctorate, how encouraging were other doctoral students'  
 BG15.6 'While pursuing your doctorate, how encouraging were your professors in education'  
 BG15.7 'While pursuing your doctorate, how encouraging were the professors in your specialty'  
 BG15.8 'While pursuing your doctorate, how encouraging the chair of your committee'  
 BG15.9 'While pursuing your doctorate, how encouraging were other committee members'  
 BG15.10 'While pursuing your doctorate, did you encourage yourself'  
 BG15.11 'While pursuing your doctorate, how encouraging were others'  
 CS16.1A 'How long did it take you to finish your doctor's degree (BEGIN)'  
 CS16.1B 'How long did it take you to finish your doctor's degree (END)'  
 CS16.2 'I have not finished, but I do plan to finish'  
 CS16.3 'I have not finished, and I do not plan to finish'  
 C17.1 'What categories best describe your employment status immediately before you began the doctoral core'  
 C17.2 'What categories best describe your employment status immediately after you finished the doctoral core'  
 C18.1 'Please describe the type of setting in which you worked before the doctoral core'  
 C18.2 'Please describe the type of setting in which you worked'  
 C19.1A 'To the best of your recollection, what was your annual gross salary from your primary job prior to coming to Drake to participate in the doctoral core'  
 C19.1B  
 C19.1C  
 C20.1 'To the best of your recollection, what was your annual gross salary from your primary job one year after finishing the doctoral core'  
 C20.1B  
 C20.1C

(data program continues)

- C21.1 'How closely related is/was your employment to the field of your doctoral work before your doctorate'
- C21.2 'How closely related is/was your employment to the field of your doctoral work after your doctorate'
- C22.1 'To what extent has your graduate program contributed to the following measures of success with regard to peer recognition'
- C22.2 'To what extent has your graduate program contributed to the following measures of success with regard to salary'
- C22.3 'To what extent has your graduate program contributed to the following measures of success with regard to career advancement'
- C22.4 'To what extent has your graduate program contributed to the following measures of success with regard to self-esteem' 'To what extent has your graduate program contributed to the following measures of success with regard to job security'
- C22.5 'To what extent has your graduate program contributed to the following measures of success with regard to job security'
- C22.6 'To what extent has your graduate program contributed to the following measures of success with regard to career mobility'
- C22.7 'To what extent has your graduate program contributed to the following measures of success with regard to other'
- C23.1 'How many time did you attend a conference in your field before you entered the doctorate program'
- C23.2 'How many time did you deliver a paper at a conference before you entered the doctorate program'
- C23.3 'How many time did you submit or publish an article before you entered the doctorate program'
- C23.4 'How many time did you write a book before you entered the doctorate program'
- C23.5 'How many time did you belong to a professional organization before you entered the doctorate program'
- C23.6 'How many time did you hold office in a professional organization before you entered the doctorate program'
- C23.7 'How many time did you organize, teach, or conduct a seminar before you entered the doctorate program'
- C23.8 'How many time did you participate in a research project before you entered the doctorate program'
- C23.9 'How many time did you serve as a consultant in your field before you entered the doctorate program'
- C23.10 'How many time did you receive an academic/professional award before you entered the doctorate program'
- C23.11 'How many time did you apply for a grant before you entered the doctorate program'
- C23.12 'How many time did you enroll in credit courses in your field before you entered the doctorate program'
- C23.13 'How many time did you participate in educational development in your field before you entered the doctorate program'
- C23.14 'How many time did you participated in politics before you entered the doctorate program'
- C23.15 'How many time did you run for political office before you entered the doctorate program'
- C23.16 'How many time did you participate in service organizations before you entered the doctorate program'

(data program continues)

- C23.17 'How many time did you chair a committee outside job responsibilities before you entered the doctorate program'
- C23.18 'How many time did you do other'
- C23B.1 'How many time did you attend a conference in your field after you entered the doctorate program'
- C23B.2 'How many time did you deliver a paper at a conference after you entered the doctorate program'
- C23B.3 'How many time did you submit or publish an article after you entered the doctorate program'
- C23B.4 'How many time did you write a book after you entered the doctorate program'
- C23B.5 'How many time did you belong to a professional organization after you entered the doctorate program'
- C23B.6 'How many time did you hold office in a professional organization after you entered the doctorate program'
- C23B.7 'How many time did you organize, teach, or conduct a seminar after you entered the doctorate program'
- C23B.8 'How many time did you participate in a research project after you entered the doctorate program'
- C23B.9 'How many time did you serve as a consultant in your field after you entered the doctorate program'
- C23B.10 'How many time did you receive an academic/professional award after you entered the doctorate program'
- C23B.11 'How many time did you apply for a grant after you entered the doctorate program'
- C23B.12 'How many time did you enroll in credit courses in your field after you entered the doctorate program'
- C23B.13 'How many time did you participate in educational development in your field after you entered the doctorate program'
- C23B.14 'How many time did you participated in politics after you entered the doctorate program'
- C23B.15 'How many time did you run for political office after you entered the doctorate program'
- C23B.16 'How many time did you participate in service organizations after you entered the doctorate program'
- C23B.17 'How many time did you chair a committee outside job responsibilities after you entered the doctorate program'
- C23B.18 'How many time did you do other'
- C24A.1 'How many hours per week did you watch television before you formally entered the doctoral program'
- C24A.2 'How many hours per week did you read a book for enjoyment before you formally entered the doctoral program'
- C24A.3 'How many hours per week did you participate in an athletic activity for enjoyment before you formally entered the doctoral program'
- C24A.4 'How many hours per week did you participate in noncredit classes before you formally entered the doctoral program'
- C24A.5 'How many times in a year did you visit a museum before you formally entered the doctoral program'
- C24A.6 'How many times in a year did you visit an art exhibit before you formally entered the doctoral program'
- C24A.7 'How many hours per week did you see a movie before you formally entered the doctoral program'

(data program continues)

- C24A.8 'How many times in a year did you go to a concert before you formally entered the doctoral program'
- C24A.9 'How many hours per week did you socialize with friends before you formally entered the doctoral program'
- C24A.10 'How many hours per week did you volunteer service for personal satisfaction before you formally entered the doctoral program'
- C24A.11 'How many hours per week did you attend religious services before you formally entered the doctoral program'
- C24A.12 'How many hours per week did you other'
- C24B.1 'How many hours per week did you watch television after you formally entered the doctoral program'
- C24B.2 'How many hours per week did you read a book for enjoyment after you formally entered the doctoral program'
- C24B.3 'How many hours per week did you participate in an athletic activity for enjoyment after you formally entered the doctoral program'
- C24B.4 'How many hours per week did you participate in noncredit classes after you formally entered the doctoral program'
- C24B.5 'How many times in a year did you visit a museum after you formally entered the doctoral program'
- C24B.6 'How many times in a year did you visit an art exhibit after you formally entered the doctoral program'
- C24B.7 'How many hours per week did you see a movie after you formally entered the doctoral program'
- C24B.8 'How many times in a year did you go to a concert after you formally entered the doctoral program'
- C24B.9 'How many hours per week did you socialize with friends after you formally entered the doctoral program'
- C24B.10 'How many hours per week did you volunteer service for personal satisfaction after you formally entered the doctoral program'
- C24B.11 'How many hours per week did you attend religious services after you formally entered the doctoral program'
- C24B.12 'How many hours per week did you other'
- C25
- C26
- P27 'In general how well did your graduate core work prepare you to reach your professional goals'
- P28 'How well did your graduate core work expose you to current issues of education'
- P29 'How well did your graduate core work prepare you to communicate your professional knowledge'
- P30 'How well did the graduate internships prepare you to meet your professional goals'
- E31 'How valuable do you believe the comprehensive exam process is'
- E32 'As you understand the purpose of comprehensive exams, do you think you could achieve that purpose with a process other than comprehensive exams'
- E33 'Did you feel you had a clear understanding of what your comprehensive tests would cover'
- E34 'If you could choose, which method of comprehensive testing would you prefer'
- E35 'Do you feel you had an adequate opportunity to demonstrate your knowledge'
- E36 'How long did you prepare for comprehensive exams'

(data program continues)

E37A 'Did you pass all parts the first time'  
 E37B 'If No, how many parts did you need to retake'  
 E37C 'If No, did you pass the second time'  
 DC38 'Describe your overall satisfaction with your committee'  
 DC39 'Describe the expertise of your committee in the area of **research methodology**'  
 DC40 'Describe the expertise of your committee in the area of **your dissertation topic**'  
 DC41 'Describe the feedback you got from your committee'  
 DC42 'Describe your working relationship with your committee'  
 DC43 'Describe how supportive your committee was during the dissertation process'  
 DC44 'How available was your committee by phone during the dissertation process'  
 DC45 'How available for appointments was your committee during the dissertation process'  
 DC46 'How much emphasis do you perceive each member of your committee put on the importance of your dissertation'  
 D47 'How prepared were you for the dissertation process'  
 D48  
 D49 'What research method did you choose for your dissertation'  
 D50 'Have you completed your dissertation'  
 D50A 'How long did it take you to complete your dissertation from inception to binding'  
 D50B 'Do you plan to complete your dissertation'  
 D50.B1 'If yes, when do you plan to complete it'  
 D50.B2 'If you answered no, indicate why you do not plan to complete your dissertation'  
 D51 'Was your dissertation published'  
 D52 'Have you published by-products of your dissertation'  
 S53  
 S54  
 S55 'Would you recommend your doctoral program to others'  
 S56  
 S57

# VALUE LABELS

BG1  
     1 'Summer 1986'  
     2 'Summer 1987'  
     3 'Spring 1988'  
     4 'Summer 1989/'  
 BG2  
     1 'Single'  
     2 'Married/'  
 BG3  
     1 'Yes'  
     2 'No/'  
 BG3.1  
     1 'One Child'  
     2 'Two Children'  
     3 'Three Children'  
     4 'Four Children'

(data program continues)

5 'More than five children/'  
 BG3.2A  
 1 'Up to age 5, but not in kindergarten'  
 2 'Age 5 and in kindergarten to age 8'  
 3 'Age 9 to age 11'  
 4 'Age 12 to age 14'  
 5 'Age 15 to age 18'  
 6 'Age 19 to age 22'  
 7 'Over age 23/'

BG3.2B  
 1 'Up to age 5, but not in kindergarten'  
 2 'Age 5 and in kindergarten to age 8'  
 3 'Age 9 to age 11'  
 4 'Age 12 to age 14'  
 5 'Age 15 to age 18'  
 6 'Age 19 to age 22'  
 7 'Over age 23/'

BG3.2C  
 1 'Up to age 5, but not in kindergarten'  
 2 'Age 5 and in kindergarten to age 8'  
 3 'Age 9 to age 11'  
 4 'Age 12 to age 14'  
 5 'Age 15 to age 18'  
 6 'Age 19 to age 22'  
 7 'Over age 23/'

BG3.2D  
 1 'Up to age 5, but not in kindergarten'  
 2 'Age 5 and in kindergarten to age 8'  
 3 'Age 9 to age 11'  
 4 'Age 12 to age 14'  
 5 'Age 15 to age 18'  
 6 'Age 19 to age 22'  
 7 'Over age 23/'

BG3.2E  
 1 'Up to age 5, but not in kindergarten'  
 2 'Age 5 and in kindergarten to age 8'  
 3 'Age 9 to age 11'  
 4 'Age 12 to age 14'  
 5 'Age 15 to age 18'  
 6 'Age 19 to age 22'  
 7 'Over age 23/'

BG4  
 1 'Male'  
 2 'Female/'

BG5  
 1 'Age 20 to age 25'  
 2 'Age 26 to age 30'  
 3 'Age 31 to age 35'  
 4 'Age 36 to age 40'  
 5 'Age 41 to age 45'  
 6 'Age 46 to age 50'  
 7 'Age 51 to age 55'

(data program continues)

- BG6 8 'Age 56 and over/'
- 1 'American Indian'
  - 2 'Asian, Pacific Islander, or Filipino'
  - 3 'Black or Afro-American'
  - 4 'Hispanic, Chicano, or Spanish-speaking American'
  - 5 'White or Caucasian'
  - 6 'Other'
  - 7 'Did not answer/'
- BG7
- 1 'Drake'
  - 2
  - 3
  - 4
  - 5
  - 6 /
- BG8
- 1 'Counseling'
  - 2 'Administration'
  - 3 'Curriculum and Instruction'
  - 4 'Higher Education'
  - 5 'Adult Education'
  - 6 'Effective Teaching'
  - 7 'Other/'
- BG9
- 1
  - 2
  - 3
  - 4 /
- BG10
- 1 'Drake'
  - 2
  - 3
  - 4
  - 5
  - 6 /
- BG11
- 1 'Counseling'
  - 2 'Administration'
  - 3 'Curriculum and Instruction'
  - 4 'Higher Education'
  - 5 'Adult Education'
  - 6 'Effective Teaching'
  - 7 'Other/'
- BG12
- 1
  - 2
  - 3
  - 4 /
- BG13
- 1 'Yes'
  - 2 'No/'

(data program continues)



- BG13.2
- 1
  - 2
  - 3
  - 4/
- BG14
- 1 'Yes'
  - 2 'No'/
- BG14.1
- 1 'Drake graduate assistantship'
  - 2 'Stafford Loan'
  - 3 'SLS Loan'
  - 4 'Employer reimbursement'/
- BG15.1
- 1 'Very encouraging'
  - 2 'Encouraging'
  - 3 'Neither encouraging nor discouraging'
  - 4 'Discouraging'
  - 5 'Very discouraging'/
- BG15.2
- 1 'Very encouraging'
  - 2 'Encouraging'
  - 3 'Neither encouraging nor discouraging'
  - 4 'Discouraging'
  - 5 'Very discouraging'/
- BG15.3
- 1 'Very encouraging'
  - 2 'Encouraging'
  - 3 'Neither encouraging nor discouraging'
  - 4 'Discouraging'
  - 5 'Very discouraging'/
- BG15.4
- 1 'Very encouraging'
  - 2 'Encouraging'
  - 3 'Neither encouraging nor discouraging'
  - 4 'Discouraging'
  - 5 'Very discouraging'/
- BG15.5
- 1 'Very encouraging'
  - 2 'Encouraging'
  - 3 'Neither encouraging nor discouraging'
  - 4 'Discouraging'
  - 5 'Very discouraging'/
- BG15.6
- 1 'Very encouraging'
  - 2 'Encouraging'
  - 3 'Neither encouraging nor discouraging'
  - 4 'Discouraging'
  - 5 'Very discouraging'/
- BG15.7
- 1 'Very encouraging'
  - 2 'Encouraging'

(data program continues)

- 3 'Neither encouraging nor discouraging'
- 4 'Discouraging'
- 5 'Very discouraging'
- BG15.8
  - 1 'Very encouraging'
  - 2 'Encouraging'
  - 3 'Neither encouraging nor discouraging'
  - 4 'Discouraging'
  - 5 'Very discouraging'
- BG15.9
  - 1 'Very encouraging'
  - 2 'Encouraging'
  - 3 'Neither encouraging nor discouraging'
  - 4 'Discouraging'
  - 5 'Very discouraging'
- BG15.10
  - 1 'Very encouraging'
  - 2 'Encouraging'
  - 3 'Neither encouraging nor discouraging'
  - 4 'Discouraging'
  - 5 'Very discouraging'
- BG15.11
  - 1 'Very encouraging'
  - 2 'Encouraging'
  - 3 'Neither encouraging nor discouraging'
  - 4 'Discouraging'
  - 5 'Very discouraging'
  - 6 'No answer'
- CS16.1A
  - 1 'I began the Summer 1986'
  - 2 'I began the Summer 1987'
  - 3 'I began the Spring 1988'
  - 4 'I began the Summer 1989'
  - 5 'I finished'
  - 6 'I finished'
  - 7 'I finished'
  - 8 'I finished'
  - 9 'I have not finished'
- CS16.1B
  - 1 'I began the Summer 1986'
  - 2 'I began the Summer 1987'
  - 3 'I began the Spring 1988'
  - 4 'I began the Summer 1989'
  - 5 'I finished'
  - 6 'I finished'
  - 7 'I finished'
  - 8 'I finished'
  - 9 'I have not finished'
- CS16.2
  - 1 'I finished all core classes'
  - 2 'I finished all internships'
  - 3 'I finished the dissertation proposal'

(data program continues)

- 4 'I finished the review of the literature for the dissertation'
- 5 'I finished the research for the dissertation'
- 6 'I finished all but the library check and final dissertation/' changes on my
- CS16.3
- 1 'I finished all core classes'
- 2 'I finished all internships'
- 3 'I finished the dissertation proposal'
- 4 'I finished the review of the literature for the dissertation'
- 5 'I finished the research for the dissertation'
- 6 'I finished all but the library check and final dissertation/' changes on my
- 7 'NA'
- 8 'Reason/'
- C17.1
- 1 'Employed full-time'
- 2 'Employed part-time'
- 3 'Unemployed'
- 4 'Unemployed, but looking for a job'
- 5 'Caring for a home/family'
- 6 'Retired'
- 7 'Graduate assistantship'
- 8 'Other/'
- C17.2
- 1 'Employed full-time'
- 2 'Employed part-time'
- 3 'Unemployed'
- 4 'Unemployed, but looking for a job'
- 5 'Caring for a home/family'
- 6 'Retired'
- 7 'Graduate assistantship'
- 8 'Other/'
- C18.1
- 1 'School setting'
- 2 'College or university'
- 3 'Hospital/health provider'
- 4 'Social/human service agency'
- 5 'Manufacturing company/corporation'
- 6 'Service company/corporation'
- 7 'Caring for home/family'
- 8 'Government'
- 9 'Military'
- 10 'Other/'
- C18.2
- 1 'School setting'
- 2 'College or university'
- 3 'Hospital/health provider'
- 4 'Social/human service agency'
- 5 'Manufacturing company/corporation'
- 6 'Service company/corporation'

(data program continues)

- 7 'Caring for home/family'
- 8 'Government'
- 9 'Military'
- 10 'Other/'
- C19.1A
  - 1 '0 to 19,999'
  - 2 '20,000 to 39,999'
  - 3 '40,000 to 59,999'
  - 4 '60,000 Plus/'
- C19.1B
  - 1 'Answered'
  - 2 'Not answered/'
- C19.1C
  - 1 'Answered'
  - 2 'Not answered/'
- C20.1A
  - 1 '0 to 19,999'
  - 2 '20,000 to 39,999'
  - 3 '40,000 to 59,999'
  - 4 '60,000 Plus/'
- C20.1B
  - 1 'Answered'
  - 2 'Not answered/'
- C20.1C
  - 1 'Answered'
  - 2 'Not answered/'
- C21.1
  - 1 'Closely related'
  - 2 'Somewhat related'
  - 3 'Unrelated/'
- C21.2
  - 1 'Closely related'
  - 2 'Somewhat related'
  - 3 'Unrelated/'
- C22.1
  - 1 'Great contribution'
  - 2 'Some contribution'
  - 3 'Little contribution'
  - 4 'No contribution/'
- C22.2
  - 1 'Great contribution'
  - 2 'Some contribution'
  - 3 'Little contribution'
  - 4 'No contribution/'
- C22.3
  - 1 'Great contribution'
  - 2 'Some contribution'
  - 3 'Little contribution'
  - 4 'No contribution/'
- C22.4
  - 1 'Great contribution'
  - 2 'Some contribution'

(data program continues)

- 3 'Little contribution'  
4 'No contribution'/
- C22.5  
1 'Great contribution'  
2 'Some contribution'  
3 'Little contribution'  
4 'No contribution'/
- C22.6  
1 'Great contribution'  
2 'Some contribution'  
3 'Little contribution'  
4 'No contribution'/
- C22.7  
1 'Great contribution'  
2 'Some contribution'  
3 'Little contribution'  
4 'No contribution'/
- C23.1  
1 '0 times'  
2 '1-2 times'  
3 '3-5 times'  
4 '6+ times'/
- C23.2  
1 '0 times'  
2 '1-2 times'  
3 '3-5 times'  
4 '6+ times'/
- C23.3  
1 '0 times'  
2 '1-2 times'  
3 '3-5 times'  
4 '6+ times'/
- C23.4  
1 '0 times'  
2 '1-2 times'  
3 '3-5 times'  
4 '6+ times'/
- C23.5  
1 '0 times'  
2 '1-2 times'  
3 '3-5 times'  
4 '6+ times'/
- C23.6  
1 '0 times'  
2 '1-2 times'  
3 '3-5 times'  
4 '6+ times'/
- C23.7  
1 '0 times'  
2 '1-2 times'  
3 '3-5 times'  
4 '6+ times'/

(data program continues)

C23.8	1 '0 times' 2 '1-2 times' 3 '3-5 times' 4 '6+ times'/
C23.9	1 '0 times' 2 '1-2 times' 3 '3-5 times' 4 '6+ times'/
C23.10	1 '0 times' 2 '1-2 times' 3 '3-5 times' 4 '6+ times'/
C23.11	1 '0 times' 2 '1-2 times' 3 '3-5 times' 4 '6+ times'/
C23.12	1 '0 times' 2 '1-2 times' 3 '3-5 times' 4 '6+ times'/
C23.13	1 '0 times' 2 '1-2 times' 3 '3-5 times' 4 '6+ times'/
C23.14	1 '0 times' 2 '1-2 times' 3 '3-5 times' 4 '6+ times'/
C23.15	1 '0 times' 2 '1-2 times' 3 '3-5 times' 4 '6+ times'/
C23.16	1 '0 times' 2 '1-2 times' 3 '3-5 times' 4 '6+ times'/
C23.17	1 '0 times' 2 '1-2 times' 3 '3-5 times' 4 '6+ times'/
C23.18	1 '0 times'

(data program continues)

	2 '1-2 times'
	3 '3-5 times'
	4 '6+ times'//
C23B.1	
	1 '0 times'
	2 '1-2 times'
	3 '3-5 times'
	4 '6+ times'//
C23B.2	
	1 '0 times'
	2 '1-2 times'
	3 '3-5 times'
	4 '6+ times'//
C23B.3	
	1 '0 times'
	2 '1-2 times'
	3 '3-5 times'
	4 '6+ times'//
C23B.4	
	1 '0 times'
	2 '1-2 times'
	3 '3-5 times'
	4 '6+ times'//
C23B.5	
	1 '0 times'
	2 '1-2 times'
	3 '3-5 times'
	4 '6+ times'//
C23B.6	
	1 '0 times'
	2 '1-2 times'
	3 '3-5 times'
	4 '6+ times'//
C23B.7	
	1 '0 times'
	2 '1-2 times'
	3 '3-5 times'
	4 '6+ times'//
C23B.8	
	1 '0 times'
	2 '1-2 times'
	3 '3-5 times'
	4 '6+ times'//
C23B.9	
	1 '0 times'
	2 '1-2 times'
	3 '3-5 times'
	4 '6+ times'//
C23B.10	
	1 '0 times'
	2 '1-2 times'
	3 '3-5 times'

(data program continues)

C23B.11	4 '6+ times'/
	1 '0 times'
	2 '1-2 times'
	3 '3-5 times'
C23B.12	4 '6+ times'/
	1 '0 times'
	2 '1-2 times'
	3 '3-5 times'
C23B.13	4 '6+ times'/
	1 '0 times'
	2 '1-2 times'
	3 '3-5 times'
C23B.14	4 '6+ times'/
	1 '0 times'
	2 '1-2 times'
	3 '3-5 times'
C23B.15	4 '6+ times'/
	1 '0 times'
	2 '1-2 times'
	3 '3-5 times'
C23B.16	4 '6+ times'/
	1 '0 times'
	2 '1-2 times'
	3 '3-5 times'
C23B.17	4 '6+ times'/
	1 '0 times'
	2 '1-2 times'
	3 '3-5 times'
C23B.18	4 '6+ times'/
	1 '0 times'
	2 '1-2 times'
	3 '3-5 times'
C24A.1	4 '6+times'/
	1 '0 hours per week'
	2 '1-2 hours per week'
	3 '3-5 hours per week'
	4 '6-10 hours per week'
	5 '10 + hours per week'/
C24A.2	
	1 '0 hours per week'
	2 '1-2 hours per week'
	3 '3-5 hours per week'
	4 '6-10 hours per week'

(data program continues)



C24A.3	5 '10 + hours per week'
	1 '0 hours per week'
	2 '1-2 hours per week'
	3 '3-5 hours per week'
	4 '6-10 hours per week'
C24A.4	5 '10 + hours per week'
	1 '0 hours per week'
	2 '1-2 hours per week'
	3 '3-5 hours per week'
	4 '6-10 hours per week'
C24A.5	5 '10 + hours per week'
	1 '0 hours per week'
	2 '1-2 hours per week'
	3 '3-5 hours per week'
	4 '6-10 hours per week'
C24A.6	5 '10 + hours per week'
	1 '0 hours per week'
	2 '1-2 hours per week'
	3 '3-5 hours per week'
	4 '6-10 hours per week'
C24A.7	5 '10 + hours per week'
	1 '0 hours per week'
	2 '1-2 hours per week'
	3 '3-5 hours per week'
	4 '6-10 hours per week'
C24A.8	5 '10 + hours per week'
	1 '0 hours per week'
	2 '1-2 hours per week'
	3 '3-5 hours per week'
	4 '6-10 hours per week'
C24A.9	5 '10 + hours per week'
	1 '0 hours per week'
	2 '1-2 hours per week'
	3 '3-5 hours per week'
	4 '6-10 hours per week'
C24A.10	5 '10 + hours per week'
	1 '0 hours per week'
	2 '1-2 hours per week'
	3 '3-5 hours per week'
	4 '6-10 hours per week'
C24A.11	5 '10 + hours per week'
	1 '0 hours per week'
	2 '1-2 hours per week'

(data program continues)

C24A.12	3 '3-5 hours per week'
	4 '6-10 hours per week'
	5 '10 + hours per week'
C24B.1	1 '0 hours per week'
	2 '1-2 hours per week'
	3 '3-5 hours per week'
	4 '6-10 hours per week'
	5 '10 + hours per week'
C24B.2	1 '0 hours per week'
	2 '1-2 hours per week'
	3 '3-5 hours per week'
	4 '6-10 hours per week'
	5 '10 + hours per week'
C24B.3	1 '0 hours per week'
	2 '1-2 hours per week'
	3 '3-5 hours per week'
	4 '6-10 hours per week'
	5 '10 + hours per week'
C24B.4	1 '0 hours per week'
	2 '1-2 hours per week'
	3 '3-5 hours per week'
	4 '6-10 hours per week'
	5 '10 + hours per week'
C24B.5	1 '0 hours per week'
	2 '1-2 hours per week'
	3 '3-5 hours per week'
	4 '6-10 hours per week'
	5 '10 + hours per week'
C24B.6	1 '0 hours per week'
	2 '1-2 hours per week'
	3 '3-5 hours per week'
	4 '6-10 hours per week'
	5 '10 + hours per week'
C24B.7	1 '0 hours per week'
	2 '1-2 hours per week'
	3 '3-5 hours per week'
	4 '6-10 hours per week'
	5 '10 + hours per week'
C24B.8	1 '0 hours per week'
	2 '1-2 hours per week'
	3 '3-5 hours per week'
	4 '6-10 hours per week'
	5 '10 + hours per week'

(data program continues)

- C24B.9  
 1 '0 hours per week'  
 2 '1-2 hours per week'  
 3 '3-5 hours per week'  
 4 '6-10 hours per week'  
 5 '10 + hours per week'/'
- C24B.10  
 1 '0 hours per week'  
 2 '1-2 hours per week'  
 3 '3-5 hours per week'  
 4 '6-10 hours per week'  
 5 '10 + hours per week'/'
- C24B.11  
 1 '0 hours per week'  
 2 '1-2 hours per week'  
 3 '3-5 hours per week'  
 4 '6-10 hours per week'  
 5 '10 + hours per week'/'
- C24B.12  
 1 '0 hours per week'  
 2 '1-2 hours per week'  
 3 '3-5 hours per week'  
 4 '6-10 hours per week'  
 5 '10 + hours per week'/'
- C25  
 1 'Answered'  
 2 'Not answered'/'
- C26  
 1 'Answered'  
 2 'Not answered'/'
- P27  
 1 'Very well prepared'  
 2 'Well prepared'  
 3 'Not well prepared'  
 4 'Not prepared at all'/'
- P28  
 1 'Very well exposed'  
 2 'Well exposed'  
 3 'Not well exposed'  
 4 'Not exposed at all'/'
- P29  
 1 'Very well prepared'  
 2 'Well prepared'  
 3 'Not well prepared'  
 4 'Not prepared at all'/'
- P30  
 1 'Very well prepared'

(data program continues)

- 2 'Well prepared'  
3 'Not well prepared'  
4 'Not prepared at all/'
- E31  
1 'Extremely valuable'  
2 'Very valuable'  
3 'Valuable'  
4 'Not so valuable'  
5 'Not valuable at all/'
- E32  
1 'Yes'  
2 'No/'
- E33  
1 'Extremely clear'  
2 'Very clear'  
3 'Clear'  
4 'Not very clear'  
5 'Not clear at all/'
- E34  
1 'Oral only'  
2 'Written only'  
3 'Oral and Written'  
4 'Other/'
- E35  
1 'Yes'  
2 'No'
- E36  
1  
2  
3  
4 /
- E37A  
1 'Yes'  
2 'No'  
3 'I didn't take comprehensive exams/'
- E37B  
1 'One part'  
2 'Two part'  
3 'Three part'  
4 'Four part'  
5 'Five part'  
6 'Six part'  
7 'NA/'
- E37C  
1 'Yes'  
2 'No'  
3 'NA/'
- DC38  
1 'Very good'  
2 'Good'  
3 'Adequate'  
4 'Poor'

(data program continues)

- DC39 5 'Very poor/'  
 1 'Expert'  
 2 'Satisfactory'  
 3 'Unsatisfactory'  
 4 'Not Applicable/'
- DC40 1 'Expert'  
 2 'Satisfactory'  
 3 'Unsatisfactory'  
 4 'Not Applicable/'
- DC41 1 'Very Good'  
 2 'Good'  
 3 'Adequate'  
 4 'Poor'  
 5 'Very poor/'
- DC42 1 'Excellent'  
 2 'Above Average'  
 3 'Average'  
 4 'Below Average'  
 5 'Terrible/'
- DC43 1 'Very supportive'  
 2 'Supportive'  
 3 'Not supportive/'
- DC44 1 'Same day'  
 2 'Next day'  
 3 'Within week'  
 4 'Longer than one week/'
- DC45 1 'I could schedule a meeting the week I wanted'  
 2 'I could schedule a meeting within two weeks of the week I wanted'  
 3 'I could schedule a meeting within a month of the week I wanted'  
 4 'I could not schedule a meeting within any of these time periods/'
- DC46 1 'Extremely important'  
 2 'Very important'  
 3 'Important'  
 4 'Not very important/'
- D47 1 'Well prepared'  
 2 'Adequately prepared'  
 3 'Not prepared/'
- D48 1 'Answered'

(data program continues)

2 'Not answered/'  
 D49  
 1 'Survey'  
 2 'Experimental'  
 3 'Ethnography'  
 4 'Historical'  
 5 'Other/'  
 D50  
 1 'Yes'  
 2 'No/'  
 D50A  
 1 'Six months'  
 2 'Twelve months'  
 3 'Eighteen months'  
 4 'Twenty-four months'  
 5 'Thirty months'  
 6 'Thirty-six months'  
 7 'NA/'  
 D50B  
 1 'Yes'  
 2 'No'  
 3 'NA/'  
 D50.B1  
 1 'Answered'  
 2 'Not answered/'  
 D50.B2  
 1 'Answered'  
 2 'Not answered/'  
 D51  
 1 'Yes'  
 2 'No/'  
 D52  
 1 'Yes'  
 2 'No/'  
 S53  
 1 'Answered'  
 2 'Not answered/'  
 S54  
 1 'Answered'  
 2 'Not answered/'  
 S55  
 1 'Yes, enthusiastically'  
 2 'Yes'  
 3 'Probably not'  
 4 'No/'  
 S56  
 1 'Answered'  
 2 'Not answered/'  
 S57  
 1 'Answered'  
 2 'Not answered/'

(data program continues)

```
S58
    1 '1986'
    2 '1987'
    3 '1988/'
S59
    1 'EDAD'
    2 'C&I'
    3 'COUN/'
FREQUENCIES VARIABLES=ALL
    /BARGRAPHS
STATISTICS=ALL
CROSSTABS
    /TABLE BG1 TO S57 BY S58
STATISTICS=ALL
CROSSTABS
    /TABLE BG1 TO S57 BY S59
STATISTICS=ALL
```

## APPENDIX E DATA ENTRY FORM

### RECORD #1

Number	1 - 3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
BG1	5 - 7	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
BG2	9	<input type="checkbox"/>
BG3	1 1	<input type="checkbox"/>
BG3.1	1 3	<input type="checkbox"/>
BG3.2A	1 5	<input type="checkbox"/>
BG3.2B	1 7	<input type="checkbox"/>
BG3.2C	1 9	<input type="checkbox"/>
BG3.2D	2 1	<input type="checkbox"/>
BG3.2E	2 3	<input type="checkbox"/>
BG4	2 5	<input type="checkbox"/>
BG5	2 7	<input type="checkbox"/>
BG6	2 9	<input type="checkbox"/>
BG7	3 1	<input type="checkbox"/>
BG8	3 3	<input type="checkbox"/>
BG9	3 5 - 3 7	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

### RECORD 2

BG10	1	<input type="checkbox"/>
BG11	3	<input type="checkbox"/>
BG12	5 - 7	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

(data entry form continues)



BG13	9	<input type="checkbox"/>
BG13.2	11	<input type="checkbox"/>
BG14	13	<input type="checkbox"/>
BG14.1	15	<input type="checkbox"/>
BG15.1	17	<input type="checkbox"/>
BG15.2	19	<input type="checkbox"/>
BG15.3	21	<input type="checkbox"/>
BG15.4	23	<input type="checkbox"/>
BG15.5	25	<input type="checkbox"/>
BG15.6	27	<input type="checkbox"/>
BG15.7	29	<input type="checkbox"/>

## RECORD 3

BG15.8	1	<input type="checkbox"/>
BG15.9	3	<input type="checkbox"/>
BG15.10	5	<input type="checkbox"/>
BG15.11	7	<input type="checkbox"/>
CS16.1A	9	<input type="checkbox"/>
CS16.1B	11-13	<input type="checkbox"/>
CS16.2	15	<input type="checkbox"/>
CS16.3	17	<input type="checkbox"/>
C17.1	19	<input type="checkbox"/>
C17.2	21	<input type="checkbox"/>
C18.1	23	<input type="checkbox"/>

(data entry form continues)

C18.2	2 5	<input type="checkbox"/>
C19.1A	2 7	<input type="checkbox"/>
C19.1B	2 9 - 3 1	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
C19.1C	3 3	<input type="checkbox"/>

## RECORD 4

C20.1A	1	<input type="checkbox"/>
C20.1B	3 - 5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
C20.1C	7	<input type="checkbox"/>
C21.1	9	<input type="checkbox"/>
C21.2	1 1	<input type="checkbox"/>
C22.1	1 3	<input type="checkbox"/>
C22.2	1 5	<input type="checkbox"/>
C22.3	1 7	<input type="checkbox"/>
C22.4	1 9	<input type="checkbox"/>
C22.5	2 1	<input type="checkbox"/>
C22.6	2 3	<input type="checkbox"/>
C22.7	2 5	<input type="checkbox"/>
C23.1	2 7	<input type="checkbox"/>
C23.2	2 9	<input type="checkbox"/>
C23.3	3 1	<input type="checkbox"/>

## RECORD 5

C23.4	1	<input type="checkbox"/>
C23.5	3	<input type="checkbox"/>

(data entry form continues)

C23.6	5	<input type="checkbox"/>
C23.7	7	<input type="checkbox"/>
C23.8	9	<input type="checkbox"/>
C23.9	11	<input type="checkbox"/>
C23.10	13	<input type="checkbox"/>
C23.11	15	<input type="checkbox"/>
C23.12	17	<input type="checkbox"/>
C23.13	19	<input type="checkbox"/>
C23.14	21	<input type="checkbox"/>
C23.15	23	<input type="checkbox"/>
C23.16	25	<input type="checkbox"/>
C23.17	27	<input type="checkbox"/>
C23.18	29	<input type="checkbox"/>

## RECORD 6

C23B.1	1	<input type="checkbox"/>
C23B.2	3	<input type="checkbox"/>
C23B.3	5	<input type="checkbox"/>
C23B.4	7	<input type="checkbox"/>
C23B.5	9	<input type="checkbox"/>
C23B.6	11	<input type="checkbox"/>
C23B.7	13	<input type="checkbox"/>
C23B.8	15	<input type="checkbox"/>
C23B.9	17	<input type="checkbox"/>

(data entry form continues)

C23B.10 19 ☐

C23B.11 21 ☐

C23B.12 23 ☐

C23B.13 25 ☐

C23B.14 27 ☐

C23B.15 29 ☐

RECORD 7

C23B.16 1 ☐

C23B.17 3 ☐

C23B.18 5 ☐

C24A.1 7 ☐

C24A.2 9 ☐

C24A.3 11 ☐

C24A.4 13 ☐

C24A.5 15 ☐

C24A.6 17 ☐

C24A.7 19 ☐

C24A.8 21 ☐

C24A.9 23 ☐

C24A.10 25 ☐

C24A.11 27 ☐

C24A.12 29 ☐

RECORD 8

(data entry form continues)

C24B.1	1	<input type="checkbox"/>
C24B.2	3	<input type="checkbox"/>
C24B.3	5	<input type="checkbox"/>
C24B.4	7	<input type="checkbox"/>
C24B.5	9	<input type="checkbox"/>
C24B.6	11	<input type="checkbox"/>
C24B.7	13	<input type="checkbox"/>
C24B.8	15	<input type="checkbox"/>
C24B.9	17	<input type="checkbox"/>
C24B.10	19	<input type="checkbox"/>
C24B.11	21	<input type="checkbox"/>
C24B.12	23	<input type="checkbox"/>
C25	25	<input type="checkbox"/>
C26	27	<input type="checkbox"/>
P27	29	<input type="checkbox"/>

## RECORD 9

P28	1	<input type="checkbox"/>
P29	3	<input type="checkbox"/>
P30	5	<input type="checkbox"/>
E31	7	<input type="checkbox"/>
E32	9	<input type="checkbox"/>
E33	11	<input type="checkbox"/>
E34.	13	<input type="checkbox"/>

(data entry form continues)

E35	15	<input type="checkbox"/>
E36	17	<input type="checkbox"/>
E37A	19	<input type="checkbox"/>
E37B	21	<input type="checkbox"/>
E37C	23	<input type="checkbox"/>
DC38	25	<input type="checkbox"/>
DC39	27	<input type="checkbox"/>
DC40	29	<input type="checkbox"/>
RECORD 10		
DC41	1	<input type="checkbox"/>
DC42	3	<input type="checkbox"/>
DC43	5	<input type="checkbox"/>
DC44	7	<input type="checkbox"/>
DC45	9	<input type="checkbox"/>
DC46	11	<input type="checkbox"/>
D47	13	<input type="checkbox"/>
D48	15	<input type="checkbox"/>
D49	17	<input type="checkbox"/>
D50	19	<input type="checkbox"/>
D50A	21	<input type="checkbox"/>
D50B	23	<input type="checkbox"/>
D50.B1	25-27	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D50.B2	29	<input type="checkbox"/>

(data entry form continues)

RECORD 11	D 5 1	3 1	<input type="checkbox"/>
	D 5 2	1	<input type="checkbox"/>
	S 5 3	3	<input type="checkbox"/>
	S 5 4	5	<input type="checkbox"/>
	S 5 5	7	<input type="checkbox"/>
	S 5 6	9	<input type="checkbox"/>
	S 5 7	1 1	<input type="checkbox"/>

## APPENDIX F

Tables

Table F1

Student's Comments Who Responded Yes on Question 13. "Was Drake your first choice for graduate study toward the doctorate degree."

Student	Year	Major	Category	Choice	Student Comments
1	B	E	Location	Yes	Location
3	A	I	Location	Yes	Location
4	B	E	Location	Yes	Proximity
9	B	E	Location	Yes	Location
11	B	E	Location	Yes	Close to home - 1 and 1/2 hours
12	C	C	Location	Yes	Live here
13	C	E	Location	Yes	Location was convenient
15	C	E	Location	Yes	The location was convenient
17	A	I	Location	Yes	Convenient location. Just 65 miles from by home.
19	A	C	Location	Yes	Location
20	B	E	Location	Yes	Drake was convenient for me to attend.
23	B	E	Location	Yes	Proximity
25	B	E	Location	Yes	Convenient
8	C	E	Miscellaneous	Yes	I particularly liked the core concept.
11	B	E	Miscellaneous	Yes	Other programs had residency requirements
22	B	C	Miscellaneous	Yes	Paid Graduate Assistantship
15	C	E	Prior Experience	Yes	I did my previous course work there.
20	B	E	Prior experience with Drake	Yes	I had had good experiences with Drake in the past.
21	B	E	Prior experience with Drake	Yes	I choose Drake because my prior work was there and I was satisfied with that experience.
2	C	E	Professors	Yes	I was impressed by the professors
7	B	E	Professors	Yes	Professor #3
13	C	E	Professors	Yes	Once I interviewed people impressed me.
15	C	E	Professors	Yes	I was happy with the professors.
17	A	I	Professors	Yes	Helpful Advisor

(table continues)



Student	Year	Major	Category	Choice	Student Comments
24	B	E	Professors	Yes	Close relationship with Professor #3
24	B	E	Professors	Yes	Knew and respected Professor #7
2	C	E	Program	Yes	Practical approach on the job
5	B	E	Program	Yes	Practical hands on program. Not purely philosophical
15	C	E	Program	Yes	The quality of the program was good.
17	A	I	Program	Yes	Quality of Educational Program
22	B	C	Program	Yes	Intensive one-on-one clinical supervision
13	C	E	Reputation	Yes	Other colleagues liked the program.
16	A	E	Reputation	Yes	Drake has a reputation as find education institution
20	B	E	Reputation	Yes	I knew others I respected who had doctorate degrees from Drake.
24	B	E	Reputation	Yes	Reputation
4	B	E	Schedule	Yes	Program design with weekend and summer classes.
5	B	E	Schedule	Yes	Weekend Summer sessions
7	B	E	Schedule	Yes	Format of Program
8	C	E	Schedule	Yes	I also liked the weekend format.
9	B	E	Schedule	Yes	The program was set up so I could get a doctorate and still work full time.
11	B	E	Schedule	Yes	Able to work on doctorate while maintaining a full time job.
16	A	E	Schedule	Yes	Drake has an appealing weekend format for classes. Drake is accommodating for people who work full time.
21	B	E	Schedule	Yes	I choose Drake because it allowed me to work full time and still going to school.
23	B	E	Schedule	Yes	Program was scheduled for weekends and evenings
24	B	E	Schedule	Yes	Weekend classes

Table F2

Student's Comments Who Responded No on Question 13. "Was Drake you first choice for graduate study toward the doctorate degree."

Student	Year	Major	Category	Choice	Student Comments
6	B	E	Miscellaneous	No	I have advising problems at the University of Iowa that I didn't have at Drake.
10	B	C	Location	No	I choose Drake because of it's proximity
10	B	C	Schedule	No	Drake's flexible hours.
14	C	C	Miscellaneous	No	Drake seemed more personable.
14	C	C	Schedule	No	Drake had a flexible schedule which was appealing to me.
18	A	E	Miscellaneous	No	Iowa State however didn't have the program I wanted.
18	A	E		No	Drake's program was O.K. and the location was good.
18	A	E		No	Iowa State
26	B	I		No	University of Iowa

Table F3

Student's Comments to Question 25 "How have your personal goals changed since you began your doctorate?"

Student	Year	Major	Category	Student Comments
20	B	E	Change-broader perspective	<p>My first professional goal was focused on school building concerns. That changed and my first professional goal now is focused on school district concerns.</p> <p>Before I began the core I wanted to learn more about administration. Now my interests in administration have decreased.</p> <p>Before I began the core I didn't have an appreciation for national educational trends. Now that has changed and I have gained an appreciation for national educational trends.</p> <p>One thing that has not changed is my interest in continuing to learn both formally and informally.</p>
2	C	E	Change-new career aspirations	<p>My goals when I started were to survive and complete the doctorate; to be a good father and husband; and to expand myself on all aspect of who I am.</p> <p>My goals have changed. I did complete and survive the doctorate, and in place of that goal now I want to return something to the profession on a broader aspect; and also to be more involved in the community.</p>
8	C	E	Change-new career aspirations	<p>When I began the core my goals was to be involved in public education at a level that would have the greatest impact on teaching and learning.</p> <p>This part of my goal has not changed, but in addition, I would like to publish and to speak.</p>

(table continues)

Student	Year	Major	Category	Student Comments
19	A	C	Change-new career aspirations	<p>My goals when I started the core was to teach and counsel.</p> <p>Now besides these two goals I also want to conduct seminars.</p>
3	A	I	Change-new career aspirations	<p>My goals when I be were to be in administration and to acquire the credentials necessary make make myself more marketable.</p> <p>I'm not sure what my goals are now. I do know I want to get out of education.</p>
21	B	E	Change-new career aspirations	<p>Before entering the core I planned to work as an Assistant Superintendent.</p> <p>After I finished I liked Department of Public Instruction work rather than Assistant Superintendent. So I changed my career aspirations.</p>
13	C	E	Change-new career aspirations	<p>My goal when I began the core was to be a Superintendent of a larger school district.</p> <p>Now my goal is to work in a University setting.</p>
16	A	E	Change-new career aspirations	<p>My goals prior to beginning the doctoral core were to earn an Ed.D. degree and obtain a superintendent's position.</p> <p>My goals after finishing the doctoral program were to become a superintendent of a larger district closer to family, and to eventually teach in college.</p>
22	B	C	Change-new career aspirations	<p>My goals prior to entering the core were to enter private practice as an individual and group psychotherapist.</p> <p>My goals after finishing the core are to work within an academic setting where I have a joint position of teaching counseling courses and performing individual and group therapy in the campus counseling centers.</p>

(table continues)

Student	Year	Major	Category	Student Comments
24	B	E	Change-new career aspirations	<p>When I started the core my goal was to get a doctorate and to do more reading in my field of education.</p> <p>When I finished the core I was more aware of resource that were available, I had more contacts, and I hoped to find a different job.</p>
26	B	C	Change-new career aspirations	<p>My goal when I entered the core were to go into private counseling.</p> <p>Now my goal is to write books.</p>
1	B	E	Change-personal aspirations	<p>My goals have changed in that I am not as focused on particular job responsibilities, rather there are lots of other things in my life and I see the need to balance all aspects of my life.</p>
7	B	E	Change-personal aspirations	<p>My goals when I began the core was to finish by 8-90, spend time with my family, and get a satisfying job</p> <p>My goals at this point are to survive in my job, finish the doctorate by Sept 91, and arrange to spend more time with my family.</p>
9	B	E	Change-personal aspirations	<p>Before I began the core my goals were more monetary and materialistic centered.</p> <p>Now my goals are more centered in emotional stability, a relaxed lifestyle and certainly less materialistic.</p>
17	A	I	Change-personal aspirations	<p>My goals when I started the program were to get through, and enjoy the benefits of having a doctoral credential.</p> <p>My goals when I finished the program were no longer centered on the immediate benefits, but rather on the long range perception of the benefits.</p>

(table continues)

Student	Year	Major	Category	Student Comments
18	A	E	Change-personal aspirations	My goals when I started the core were to obtain a doctors degree; obtain status personally and socially; the to learn more.  Now my goals are to have my career path take off; contribute more to the community. My goals are more altruistic now.
4	B	E	Unchanged	none
5	B	E	Unchanged	Began so I could teach on a college level, that has not changed since I finished.
6	B	E	Unchanged	No change
10	B	C	Unchanged	My goals when I began the core were to get into private practice, spend more time with family, and become licensed as a psychologist  My goals have not changed. They remain the same.
11	B	E	Unchanged	My goal when I began the core are the same as when I finished the core. To remain a superintendent.
12	C	C	Unchanged	My goal when I began the core was to do counseling. Because I now have a degree I am able to do volunteer work in counseling.
14	C	C	Unchanged	I wanted to complete what I had started at the University of Iowa and was unable to complete their because of time constraints imposed by the program. I wanted a secure professional position. I wanted to experienced the successes of a doctorate degree such as working on my own research.  Although these goals did not change after the core, I realistically put them into a different time frame; a time frame that was more appropriate for the vision loss I was experiencing.
15	C	E	Unchanged	I don't think they are much different. I began the core because I wanted to finish what I had started.

(table continues)

Student	Year	Major	Category	Student Comments
23	B	E	Unchanged	My goal when I began the core was to do well in my job. Although that remains a goal, I now also have a goal to finish my dissertation.
25	B	E	Unchanged	My goals when I began the core were to teacher overseas, get a doctorate, get a job in administration  My goals have not necessarily changed they are either accomplished or in progress.
27	B	I	Unchanged	Personal and professional goals did not change

Table F4

Student Comments to Question 26 "How did your values change regarding educational issues since you began doctoral study?"

Student	Year	Major	Category	Student Comments
22	B	C	Change-educational issues	<p>I learned that students learn more about themselves, others, and develop greater ego strength when there is little structure imposed upon them.</p> <p>I learned that students need a modicum amount of structure and modeling in order to develop and grow as professional students need "maps" in order to discover their own personal strengths, values, etc.</p>
7	B	E	Change-broader perspective	<p>I like to work with and help kids. I feel quality educators can make a difference. I feel all kids can learn</p> <p>What changed in my values is that although my education philosophy is important, my family should come first.</p> <p>When Professor #3 passed away and several of my family members my values shifted toward family.</p> <p>Since the core I have changed my values regarding the uniformity of education in all geographic areas. Rural areas are different from Urban areas, and all school districts differ in some way. Education in each school should be unique to meet the needs of each school.</p>
9	B	E	Change-broader perspective	<p>My values have changed since the core in that they are now less academic and more whole student. My values are less school centered and more global. My values are more toward the importance of a successful life.</p>

(table continues)



Student	Year	Major	Category	Student Comments
23	B	E	Change-broader perspective	When I began the core my values regarding education issues were job related. After the core my goals were just to have the knowledge that I gained from the core work.
1	B	E	Change-broader perspective	I am now less parochial in my view of education.
2	C	E	Change-broader perspective	My values have changed in that I now have a broader perspective. I really have not changed by beliefs regarding educational issues, but I do have a broader perspective.
8	C	E	Change-broader perspective	My values have not changed they have just gotten broader in perspective. I also have a tendency now to do more research before making a decision.
10	B	C	Change-broader perspective	Before I began the core my view was more narrow and naive. After the core my views expanded. I was able to see more facets in people and ways they react. I broaden my views in how I look at people.
11	B	E	Change-broader perspective	I had my eyes opened to individual difference among people. I learned to value diversity. I was quite rigid before I began the program.
17	A	I	Change-broader perspective	My values before the core were from a narrow perspective. I was not as open to a variety of ideas. You might describe me as closed minded.  I now have a higher respect for the value of research and the implication of research. I am more willing to listen to the ideas of others.
18	A	E	Change-broader perspective	I have always had a high regard for education.  Now however, I realized that education is more than a process. Now I have a broader dimension. Now I am able to focus on a broader perspective.
24	B	E	Change-broader perspective	My values regarding educational issues have changed. I have become more accepting of different views. I am more willing to listen to other students voice their opinions. Research is also more valuable to me.

(table continues)

Student	Year	Major	Category	Student Comments
12	C	C	Change-	Increased understanding of others. It is easier to deal with others.
20	B	E	Change- education issues	<p>The importance of a good teacher has increased for me, basically because of a classroom statistical experience during the core. I realized first hand the negative effects of poor instruction.</p> <p>I also changed my values with regard to the value of a good self concept. I did not weigh it as highly as I do now. If I had not had a good self concept during my core statistics class I would have become very defeated.</p>
6	B	E	Unchanged	No change
4	B	E	Unchanged	None
5	B	E	Unchanged	No change
13	C	E	Unchanged	No change
14	C	C	Unchanged	I already had an extensive educational background, therefore I do not feel my values changed as a result of my studies at Drake.
15	C	E	Unchanged	I feel the greatest change that took place regarding my values regarding educational issues took place during the specialist degree program which were prerequisites for the doctoral degree.
16	A	E	Unchanged	My values regarding educational issues did not change.
21	B	E	Unchanged	My values regarding education did not change. The doctorate was a part of a process not a life changing experience.
25	B	E	Unchanged	My values have not changed they are just fine tuned.
26	B	C	Unchanged	No change
27	B	I	Unchanged	Values did not change.

Table F5

Students' Comments to Question 32 "As you understand the purpose of comprehensive exams, do you think you could achieve that purpose with a process other than comprehensive exams?"

Student	Year	Major	Choice	Student Comments
2	C	E	No	Written comprehensives are fair and meet the objectives.
3	A	I	No	The writing process is very valuable
5	B	E	No	I wouldn't have saved my stuff if I hadn't known I was going to need it for comps. I would only have saved the things I was interested in.
8	C	E	No	My impression is that the purpose of comprehensives is to facilitate the ability to draw all issues together to form a belief system. Comprehensives is the only way to do this.
18	A	E	No	You need to demonstrate your knowledge in writing.
21	B	E	No	There seems to be no other way to demonstrate written skills.
14	C	C	Yes	Group seminar approach allowing for dialogue over testing issues.
1	B	E	Yes	A written exam may need to be a part of the process, but it might be interesting to have an oral component like a presentation of some kind.
4	B	E	Yes	Class work more valuable than comprehensive
7	B	E	Yes	Need to look at ones overall background and worth to receive the doctorate. I think other methods will allow for differences in student strengths.
9	B	E	Yes	A method that would allow a student to demonstrate ability to find knowledge they don't have. A take home research, with documented resources. A mini research paper of sorts.  I feel it is more important to know where to demonstrate you have the ability find something you don't know then it is to repeat back information.
13	C	C	Yes	Prepare paper outside of class for each comprehensive exam question.
15	C	E	Yes	No particular suggestions.
19	A	C	Yes	I think a better method would be to discuss the issues with faculty. I think that would add a positive dimension to comps.

(table continues)

Student	Year	Major	Choice	Student Comments
23	B	E	Yes	Most efficient method to measure competence is probably through the comprehensive method. The the method that provides the greatest long lasting benefit is probably writing papers and turning them in representing comprehensive exams.
24	B	E	Yes	Course work is the most important. Would like to take home the comprehensive questions. I see no purpose in simply recall. I suggest submitting a paper from each class in portfolio form. To measure a person's expertise to be granted the doctorate degree it would seem to me that measure would be more accurate if the work was prepared outside of class.
27	B	I	Yes	Oral Exams. A combination of oral and written exam that is more real life situation based rather than just a theoretical component

Table F6

Students' Comments to Question 33. "Do you feel you had a clear understanding of what your comprehensive tests would cover?"

- A Extremely  
 B Very Clear Understanding  
 C Clear Understanding  
 D Not Very Clear  
 E Not Clear At All

Student	Year	Major	Choice	Student Comments
16	A	E	A	I experienced a close working relationship with my advisor.
5	B	E	A	Teachers said this is what it is on.
2	C	E	B	I had several discussion with my chair regarding comprehensive exams and s/he steered me in the right direction.  I also talked with the professors who taught the class regarding their comp questions.
9	B	E	B	If the students were listening in every class the professors said this is what is import for you to know in this class. These were comp questions.
12	C	C	B	Given general information by class on what would be required.
18	A	E	B	I have a good chair person who communicated what the expectations of comprehensive would be.
19	A	C	B	Chairs input and member of committee
23	B	E	B	I reviewed my notes in preparation for comprehensive exams. I assumed the comp questions would be taken from the material covered.
13	C	E	B	Student selected some of the questions.
15	C	E	C	I received sample questions.
1	B	E	C	Just because I knew one question would be written by each professor for each of the five classes I took. We had no further information about the exam.
4	B	E	C	General awareness of process Group study
8	C	E	C	I choose clear, because I did not know precisely what each question was.
14	C	C	C	I had limited interaction with my advisor. I could not get clarification for what comprehensive would be over.  I had no interaction with other students who had taken comps.

(table continues)

Student	Year	Major	Choice	Student Comments
17	A	I	C	My advisor took time to work with me. I had sample questions from which to study.
25	B	E	C	I wrote the questions
11	B	E	D	No one explain what to expect. Professor #4 talked a little bit about structure of comprehensive, but not enough.
22	B	C	D	My primary concern was that I was a counseling student in a "sea" of administrators and yet our career/professional goals were vastly different hence hindered my ability and perhaps the examiners to compose questions which were relevant to my field.
3	A	I	D	We did not know when the exam would be. People arranged to take the exam at different times.  Some students made their own questions, other were not given that opportunity. Exam was inconsistent
6	B	E	D	Professors were not all here to prepare the comprehensive exam questions that taught the classes.
7	B	E	D	Felt good on what would be expected in staff development, organization and leadership, and research and statistics, but I was befuddled regarding what was expected in foundations.
10	B	C	D	All class was told is the comprehensive exam covers the classes. There was no description of questions or structure.
21	B	E	D	To general of information that might be included. The students studied together and identified areas that might be part of the comprehensive process, but the uncertainty was very disconcerting.
24	B	E	D	Teacher should identify general questions during classes. There was too much guess work regarding what the questions were.
26	B	C	D	The time between course and the comps was too long.
20	B	E	E	I took only some of the core classes at Drake. Other classes transferred in. Some of the terminology used in the comprehensive questions were specific to professors I didn't have. I simply answered the questions from my background.

Table F7

Students' Comments to Question 34. "If you could choose, which method of comprehensive testing would you prefer?"

- A Oral only  
 B Written Only  
 C Oral and Written  
 D Other

Student	Year	Major	Choice	Student Comments
9	B	E	A	I would much rather use my verbal ability in the comprehensive process. I am better able to narrow down and more precisely explain verbally than in writing. I am better able to qualify what I mean verbally.  Oral exams would be much faster.
15	C	E	A	I chose oral only because I feel you could complete the exam in a shorter time. I also feel you could get immediate feedback should you misinterpret the questions, and then change the direction of your answer if needed.
19	A	C	A	Because orally I think you can explain more.
26	B	C	A	I can express myself better orally
21	B	E	A	I prefer oral comprehensive exams because I have better oral than written skills.
11	B	E	B	I felt written was less stressful.
12	C	C	B	Have time to revise.
16	A	E	B	Oral defense of my dissertation is satisfactory for an oral component.
18	A	E	B	I think the student must demonstrate in writing that they can communicate their knowledge.
24	B	E	B	Written only. You have more time to think with written comprehensive exams.
25	B	E	B	I'm not a strong public speaker which is why I chose written only.
13	C	E	B	Oral in defense of dissertation is enough to demonstrate your verbal skills.
1	B	E	C	I feel the exam should be rigorous.
2	C	E	C	For some people they have better verbal than written skills. With what we know about left and right brain, we should not limit people to oral or written only.
7	B	E	C	Oral and Written exams would give those with stronger talents in one area a better chance.
8	C	E	C	Part of the process could be to sit and defend your written statements.

(table continues)

Student	Year	Major	Choice	Student Comments
10	B	C	C	<p>Professional must be able to integrate and express themselves both orally and in writing.</p> <p>Comprehensive exams give students a good chance to practice their oral and written skills. Oral would allow them to demonstrate their ability to think on their feet.</p> <p>Some students are better at expressing themselves in writing and others are better at expressing themselves orally. If comprehensive exams included both the expertise in one skill might offset the lack of ability in the other skill.</p>
17	A	I	C	Some students excel more in one area than in another. If the test included both oral and written responses your risk is not all in one basket.
5	B	E	C	I feel I would have a better shot at success. I write better than I speak, however, speaking allows your personality to show.
14	C	C	D	Group interaction
22	B	C	D	Seminar
23	B	E	D	Writing a book or article.



Table F8

Students' Comments to Question 35. "Do you feel you had an adequate opportunity to demonstrate your knowledge?"

Student	Year	Major	Choice	Student Comments
1	B	E	No	No not on comprehensives. The time was limited and the questions addressed only a small segment of the course work.
3	A	I	No	Some of the questions didn't address my focus.
10	B	C	No	Exam questions were not designed to exhibit my knowledge. They were too simple and not representative of the classes I had taken. The questions were not content oriented.
18	A	E	No	The question were too general. I could answer each question with the same answer.
22	B	C	No	My primary concern was that I was a counseling student in a "sea" of administrators and yet our career/professional goals were vastly different hence hindered my ability and perhaps the examiners to compose questions which were relevant to my field.
26	B	C	No	Questions were not clear. What I knew was not asked.
2	C	E	Yes	The questions were fair and represented the content covered in the classes. There were reasonable expectations.
5	B	E	Yes	16 hours to write was long enough
7	B	E	Yes	In four out of five areas I felt I had a good chance to demonstrate my knowledge.  The foundations question was unclear and very confusing.
8	C	E	Yes	The amount of time was sufficient.
9	B	E	Yes	Questions were the type that allowed an answer at any depth you wished to answer.
11	B	E	Yes	Asked broad open-ended questions.
12	C	C	Yes	Questions were appropriate
13	C	E	Yes	I was given a set of practice questions from which I could prepare appropriate answers to demonstrate knowledge.  I knew what was expected.
15	C	E	Yes	Felt all knowledge areas were tested.
16	A	E	Yes	The essay questions allowed me to demonstrated knowledge of subject matter and organizational skills.

(table continues)

Student	Year	Major	Choice	Student Comments
17	A	I	Yes	Several opportunities to answer. My research topic was relevant to comprehensive exams.
19	A	C	Yes	Questions were mine own. I could elaborate on them as I chose.
20	B	E	Yes	I appreciated using the Macintosh for my comprehensive exams.  The time allowed was adequate.  The questions were comprehensive enough with the exception of the one question I referred to earlier regarding specific terminology.
21	B	E	Yes	The group study process reinforced the learning.
23	B	E	Yes	Because I was tested over the material covered in the course work.
24	B	E	Yes	Enough time  Doing comprehensive on the computer was very valuable.  Need to be more specific regarding expectations, content, writing process, what is to be measured.  The statistical comprehensive questions was unnecessarily difficult.
25	B	E	Yes	I enjoyed writing them. Two days was quite tedious.
27	B	I	Yes	Write very well

Table F9

Students' Comments to Question 42, "Describe your working relationship with your committee."

A      Excellent  
 B      Above Average  
 C      Average  
 D      Below Average  
 E      Terrible

Student	Year	Major	Choice	Student Comments
*16	A	E	A	Despite the fact that two out of three of my committee members changed including my advisor, and that one committee member was unable to attend the defense of my dissertation, I feel the committee functioned well and that they were very supportive.
*17	A	I	A	I had a good working relationship with my committee. There were good communication channels. They were supportive and encouraging.
*18	A	E	A	I was in touch with my committee regularly. I communicated every step to them and they were very responsive to this approach.
22	B	C	A	I chose people whom I respected their personal and professional integrity, their commitment to their chosen fields, and their accessibility.
1	B	E	A	My committee was very accessible. There were candid in their comments. They were helpful with suggestions and direction. They were supportive and encouraging of all my efforts.
*2	C	E	A	My chair and committee were available for questions and I had confidence in them. I still keep in contact with them.
*12			A	They gave me specific suggestions for research and gave advice on how to present the information.
20	B	E	A	My chair had high standards. The committee was direct in their communication. Their communication was consistent. They were supportive of my efforts.
21	B	E	A	Professor #4 is skilled as a committee chair. She created an atmosphere that made it possible for me to succeed. She was able to managed her colleagues the other committee members.

(table continues)

Student	Year	Major	Choice	Student Comments
*24	B	E	A	Professor #3 died so I had no one to protect me in orals. I was assigned a committee member who I had never met or worked with. I was very uncomfortable. And yet the committee functioned well.
*19	B	E	B	I was able to give my views and ask relevant questions
11	B		C	I get the responses I've asked for but nothing further. I would like more push or contact initiated by the committee.
27	B		C	I wanted my committee to be prepared for meetings ahead of time. I once waited seven weeks to hear from my committee on my dissertation.
*3	A	E	C	My committee tried to be helpful, but no one had expertise in my field. I felt I was on my own.
*8	C	E	C	I had a good relationship with the chair. I only met the other committee members at the time of my defense. This was not particularly unpleasant, but I just didn't get feedback from the other committee members.
23	B	E	C	It was very difficult to schedule appointments with my committee. It was too long a time between feedbacks. My dissertation sat on desks sometimes over three months before it was returned to me.  Part way through the dissertation process I had to find a new committee chair. My new chair does not want to be my chair and doesn't like my topic.
*13	C	E	C.	I had a number of committee problem. My major advisor did 99% of the work. The second member of my committee reviewed my dissertation once. The third member I didn't meet until the time of the oral defense.
14	C	C	D	Chair great.. Very little feedback from one committee member.
26	B	E	E	I never meet with the committee. They are never available.

\* Completed Dissertation.

Table F10

Students' Comments to Question 43, "Describe how supportive your committee was during the dissertation process."

A Very supportive  
B Supportive  
C Not supportive

Student	Year	Major	Choice	Student Comments
5	B	E	A	When my committee didn't know how to advise me they referred me to Professor #1. Others who were not on my committee also met with me.
*16	A	E	A	My committee was available for meetings and gave constructive criticism that strengthened by dissertation.
*17	A	I	A	Willing to listen. Always available
1	B	E	A	Any time I called they would give me their time.
*2	C	E	A	My committee was encouraging. They kept the end goal in mind. They discussed problem areas with me.
*12	C	C	A	My committee gave specific suggestions for research. My committee gave suggestion regarding how to present the information.
*18	A	E	A	They were very encouraging. They gave me helpful ideas. They lead me to believe that they believed in me.
20	B	E	A	Provided feedback. Had high standards. Two out of three knew me personally. I had no difficulty getting committee members to agree to serve on my committee.
21	B	E	A	Returned phone calls. Patient. Answered my questions. I had a unique study that they believed in. They were interested in my topic and supportive of my efforts.
22	B	C	A	Their accessibility for all of the ongoing questions.
*24	B	E	A	No comment.
4	B	E	B	The committee was helpful in pointing out options and they suggested ways to proceed.
*3	A	I	B	They were supportive with the technical aspect of my dissertation. There was no one to help me with the statistics. I had to go outside the department for help.
11	B	E	B	Feedback when asked for it.

(table continues)

Student	Year	Major	Choice	Student Comments
*13	C	E	B	My chair reviewed each page carefully. It was not a cursory feedback, but gave me specific feedback on each page. S/he was more help than I had a right to expect. I received no help from the others on my committee.
27	B	I	B	Better prepared. Assist me in keeping momentum going
*19	A	C	B	They suggested research options and suggested other ways to proceed
*8	C	E	B	Only the chair was supportive
14	C	C	C	Advisor difficult to reach. Poor communication with all but one member. I was unable to get appointments. Feedback limited except from one individual.
26	B	E	C	I would have liked a closer relationship. I felt like I had to chase them.
23	B	E	C	I was asked to change and re-change areas of my dissertation. I was asked to cut sections and then asked to put them back.  I have rewritten my dissertation three times. My committee chair will not agree to meet with me at a time I can meet. S/he says s/he is not available early Monday morning or after 3 p.m. on Friday afternoon. I have the feeling my committee does not want me to finish. Sheer anger is keeping me going.

\* Indicates completed dissertation.

Table F11

Student Comments to Question 47 Who Did Not Feel Well Prepared "How prepared were you for the dissertation process?"

- A. Well prepared
- B. Adequately prepared
- C. Not prepared

Student	Year	Major	Choice	Category	Student Comments
26	B	C	C	Committee	I did not have a close relationship with my committee chair.
23	B	E	C.	Committee	I was not prepared to deal on the level my committee wanted to deal; scheduling hassles, unclear directives, reorganization.
9	B	E	C	Miscellaneous	I did not take the time to think about the dissertation until the last semester of my course work. That was too late.
11	B	E	C	Statistics Research Deficiency	I was short on research techniques. Needed to know more about ERIC.

Table F12

Student Comments to Question 47 "How prepared were you for the dissertation process?"

A. Well prepared  
 B. Adequately prepared  
 C. Not prepared

Student	Year	Major	Choice	Category	Student Comments
12	C	C	A	Committee	Committee supportive.
14	C	C	B	Committee	Began to have doubts because of interaction with my committee. I didn't understand what was expected and felt I wasn't measuring up.
20	B	E	B	Committee	Committee was helpful in setting time lines and with procedures.
20	B	E	B	Handbook	The dissertation handbook was helpful.
27	B	I	B	Handbook	Dissertation manual listing steps
5	B	E	A	Methods	Professor #4 for methods all framed out.
8	C	E	A	Methods	Professor #4 did an outstanding job of laying out the dissertation process.
12	C	C	A	Methods	Professor #4's course
13	C	E	A	Methods	Course Professor #4 taught we developed the first three chapters; thus we never floundered during the dissertation process.
16	A	E	A	Methods	The course work was arranged so you could work on your dissertation as a process of the course.
1	B	E	B	Methods	Professor #4's research methods class.
19	A	C	B	Methods	Issues relevant to the dissertation and methodology were covered.
24	B	E	A	Miscellaneous	Other students helped me.
3	A	I	A	Miscellaneous	I had done much preliminary research and thus I felt well prepared
17	A	I	A	Miscellaneous	I took every step on my dissertation my self. Some hired others to do part of their work. I didn't.
18	A	E	B	Miscellaneous	Most of the course work lead to the final research project.

(table continues)



Student	Year	Major	Choice	Category	Student Comments
20	B	E	B	Miscellaneous	Each member of the core class was encouraged to do a dissertation and not accept ABD.
20	B	E	B	Miscellaneous	The responsibility of the dissertation was placed clearly on the student's shoulders.
2	C	E	B	Miscellaneous	The students don't realize what they are getting into. The faculty tries to tell them but to no avail.
20	B	E	B	Statistics Research deficiency	I would like to be able to look at a situation and decide the best statistical procedures to use for the situation. I don't know that.
21	B	E	B	Statistics Research deficiency	My research required a knowledge of qualitative research in classes basically we were only exposed to quantitative research information.
22	B	C	B	Statistics Research deficiency	Inadequate preparation for the inferential statistical analysis seems critical. It was the area that was the weakest and most problematic to my project.

Table F13

Title of the Doctoral Students' Dissertations

Dissertation Titles
The evaluation instruments used in Iowa for evaluating teachers.
The effect of aerobic exercise on recovery of chemically dependent clients
Relationship between team approach and stress management among hospice workers.
Board members attitudes toward school district reorganization in Iowa.
A Comparison of job satisfaction between Iowa's shared and non shared public school superintendent in district of 1000 or less in student enrollment
Relationships of student behavior with class percentile rank of Iowa high school seniors.
Perceptual learning style preferences and their relationship to language learning strategies in adult students of English as a second language.
A study relating elaborative cognitive processing of the learning task and achievement in cooperative learning groups.
Iowa Educator's perceptions of the functional purpose of the Iowa's professional teaching practice commission.
An evaluation of teacher education program at William Penn College.

Table F14

Student Comments to Question 53 "As you look back, what do you consider the most beneficial part of the doctoral core in helping you attain your personal and professional goals?"

Student	Year	Major	Category	Student Comments
1	B	E	Classes	One class helped me the most; Issues in Education.
2	C	E	Classes	The best part of the core was the course work.
5	B	E	Classes	Methods with Professor #4.
9	B	E	Classes	Another very beneficial part of the core was the intense academic study.
10	B	C	Classes	The course work in counseling was beneficial. The core improved my ability counselor about 500%.
12	C	C	Classes	The most beneficial part of the doctoral program was understanding counseling process.
13	C	E	Classes	Professor #4s dissertation course.
14	C	C	Classes	Leadership class was excellent. S/he said there is more than one way to accomplish a goal. Learning in his class was interactive. Professor #4 class on dissertations was excellent.
15	C	E	Classes	Statistics and reading research.
17	A	I	Classes	I consider the most beneficial part of my doctoral program research design class.
3	A	I	Classmate Associations	The most beneficial part of the core is how the students supported each other.
7	B	E	Classmate Associations	The best thing about the core is the interaction with the other students.
8	C	E	Classmate Associations	The most beneficial part of the core was the association with the other core members.
9	B	E	Classmate Associations	The most beneficial part of the core to me was the time I spent with other educators and having to work with them in a very stressful situation. These contacts were very beneficial to me.
23	B	E	Classmate Associations	The most beneficial part of the core was meeting and working with other students.
24	B	E	Classmate Associations	Resources of networking of other group members.

(table continues)

Student	Year	Major	Category	Student Comments
26	B	C	Classmate Associations	The most beneficial part of the core was association with my peers.
27	B	I	Classmate Associations	The most beneficial part of the core was the group comradery.
2	C	E	Classmate associations	The best part of the core was the peer relationships.
1	B	E	Classmates associations	As I look back my relationship with the other students in the core was the most beneficial to me.
6	B	E	Concern for students	Drake demonstrated a sincere effort for each student to finish.
13	C	E	Concern for students	People in the core treated with dignity and respect.
16	A	E	Dissertation	The most beneficial part of the doctoral program was the writing of my dissertation. It was both challenging and rewarding. Although I would not like to do it again, it was the most beneficial part of the program.
18	A	E	Dissertation	The most beneficial part of the core was the dissertation research process. It was a excellent experience of developing, analyzing and drawing conclusions.
7	B	E	Internship/ supervision	The best thing about the core is the internships.
14	C	C	Internship/ supervision	The internships were the most beneficial part of the core. I had the opportunity to do what I want to do. I gained experience. Internship supervisor great. It was a meaningful constructive dialogue.
15	C	E	Internship/ supervision	The internship were very helpful. They were eye opening.
17	A	I	Internship/ supervision	I consider the most beneficial part of my doctoral program internship.
22	B	C	Internship/ supervision	As I look back my internships and the various clinical supervision I received was the most beneficial part of the doctoral core.
25	B	E	Internship/ supervision	I consider the internship the most beneficial part of the core. I learn by doing.
4	B	E	Miscellaneous	Nothing outstanding.
11	B	E	Miscellaneous	What I liked most was the diverse thoughts presented to us.
12	C	C	Miscellaneous	I became a more productive citizen. I experienced personal growth.
13	C	E	Miscellaneous	Gwen secretary was the best source of information in the University.

(table continues)

Student	Year	Major	Category	Student Comments
15	C	E	Miscellaneous	I got the most benefit to reach my personal and professional goals from my master's and specialist degree programs.
25	B	E	Miscellaneous	I like the core concept the mutual support that breeds. I don't know if other schools have gone to the concept.
27	B	I	Miscellaneous	Broader opportunities for consulting. Increased self esteem
20	B	E	Professor associations	My contact with several professors on staff. My observation of professors values and their intellectual capacity. My observation of the professors commitment to education.
27	B	I	Professor associations	Most meaningful feedback about work and performance from professors. Valuable friendship with Professor #3.
1	B	E	Professor associations	As I look back my relationship with two faculty members was the most beneficial to me.
2	C	E	Professor associations	The best part of the core was the relationship with the professors.
13	C	E	Professor associations	Faculty inspirational and helpful. Joslin major advisor.
17	A	I	Professor associations	I consider the most beneficial part of my doctoral program committee chair.
26	B	C	Professor associations	The most beneficial part of the core was association with the professors.
6	B	E	Schedule	Classes were scheduled well for full time employees to get a doctorate.
11	B	E	Schedule	Drakes approach schedule on weekend was appealing. It allowed me to work full time and go to school.
21	B	E	Schedule	The schedule allowed me to maintain a full time job and still go to school.

Table F15

Student Comments to Question 54 "As you look back, what do you consider the least beneficial part of the doctoral core in helping you attain your personal and professional goals?"

Student	Year	Major	Category	Student Comments
12	C	C	Classes-A specific one	Statistical courses because of my kind of dissertation. It was a good course I just don't feel I needed it for the kind of dissertation research I was doing.
16	A	E	Classes-A specific one	The least beneficial part of the doctoral program were two classes I took; Seminar in foundations and Staff Development.
20	B	E	Classes-A specific one	One professor who taught statistics who used ineffective teaching techniques; who was not in touch with knowledge or attitudes of his students; who did not give students opportunity to evaluate class at the end of the semester.
24	B	E	Classes-A specific one	Leadership course. Could have been excellent if it had focused on how to initiate and manage change or strategic planning. It was more like a counseling session and was worthless. The comprehensive question was taken from a obscure theory which because I was familiar with it I did OK, but others in the class had a great deal of difficulty with it.
1	B	E	Classes-A specific one.	As I look back one class didn't seem to be meaningful. It was the class of staff development.
7	B	E	Classes-A specific one.	The least beneficial part of the core as foundations and statistics.
9	B	E	Classes-A specific one.	The least beneficial part of the core was the first statistics class I took. It was very negative and was beyond the grasp of the students and my undergraduate degree was in math.
10	B	C	Classes-Content	The content in all classes was so de-emphasized I didn't leave with much information. Some content thing you just must know and I found I have to gain that knowledge separate from the core.
20	B	E	Classes-Content	Read 12 books most of which were outside the field of education.

(table continues)

Student	Year	Major	Category	Student Comments
21	B	E	Classes-Content	The tracked classes were not all high quality classes. Some of them were very weak.
21	B	E	Classes-Content	EDAD people don't get enough in curriculum. If all they get is three hours in a core, it better be great.
27	B	I	Classes-Content	Didn't discuss current issues of education
27	B	I	Classes-Content	Content of classes not on doctoral level. Never required to read classical education literature.
20	B	E	Classes-Not a C&I focus	The curriculum major was not valuable.
10	B	C	Classes-Not a counseling focus	The core is administrative not counseling oriented. The courses in education were irrelevant to my objectives in counseling.
22	B	C	Classes-Not a counseling focus	As I look back the lack of theory and the courses I took which were geared more toward administrative issues rather than counselors. Counselors and administrator should not be combined.
10	B	C	Classes-Weekend format	The weekend structure makes it necessary to take in so much information there is no way to integrate the information. In some of the classes like statistics, with out weekly classes it is very easy to blow it. <i>Your lost and don't even realize it.</i>
3	A	I	Department disorganization	The program was not well organized. We didn't know what was required or when it was required.
6	B	E	Department disorganization	Turn over of professors.
13	C	E	Department disorganization	It was difficult to get a committee assignment.
13	C	E	Department disorganization	Staff turnover created confusion.
13	C	E	Department disorganization	You could get three different answers to a question if you asked three different people.
27	B	I	Department disorganization	Organization of program was inadequate. Department was in chaos.

(table continues)

Student	Year	Major	Category	Student Comments
20	B	E	Focus of core too general	Didn't feel it was a core in terms of content focusing on something. Seemed to be a collection rather than part of a whole. Core isn't tightly connected with content taught or by the teachers that teach it. Content too wide and didn't converge on where it was going. I feel the core course are not focused enough.
27	B	I	Focus of core too general	Speciality focus poor. Not a central focus
2	C	E	Miscellaneous	The least beneficial part of the core was the time I spent on the road.
5	B	E	Miscellaneous	Computer time difficult to get, difficult to get help, highly unproductive times when a novice is looking for an error.
11	B	E	Miscellaneous	Nothing
14	C	C	Miscellaneous	Advisor was very difficult. I got the feeling I didn't measure up but was not able to confirm this.
15	C	E	Miscellaneous	I got the least benefit from the repeated courses I needed to take.
21	B	E	Miscellaneous	I realized that I must bring to the doctoral program what I wanted to get out of it.
23	B	E	Miscellaneous	Working with the doctoral committee
27	B	I	Miscellaneous	Quality of students admitted to the program poor. Could not distinguish between valuable literature. Did not contribute to discussion. Were not goal directed.
6	B	E	Poor instruction	Lack of quality professors.
10	B	C	Poor instruction	Three classes were taught by professors that were given one weeks notice. They were not prepared for class.
18	A	E	Poor instruction	The least beneficial part of the core was the outdated professors.
20	B	E	Poor instruction	Professor taught what they wanted to teach, not what the course was designed to have taught.
26	B	C	Poor instruction	Professors need better teaching skills. They may know know their subject matter, but the delivery is quite poor.
27	B	I	Poor instruction	Some poor instructors. Instructor not prepared to teach. Quality of instruction poor.



Table F16

Students' Comments to Question 55. That Would Not Recommend Drake's Doctoral Program.

Student	Year	Major	Category	Choice	Student Comments
3	A	I	Organizational improvement	C	If the program has not improved I probably would not recommend it to others.
10	B	C	Counseling Interests	C	If you can't leave town then go to Drake, but if you want information, go somewhere else.
22	B	C	Counseling Interests	C	I would not recommend it to those interested in counseling because there is a lack of depth theoretically and also professionally for those entering private practice.
23	B	E	Miscellaneous	C	I chose C because of committee problems.
26	B	C	Faculty Student Relationships	C	I also felt there was not a warm and caring environment.
26	B	C	Counseling Interests	C	There is a lack of counseling theory in the program.
26	B	C	Miscellaneous	C	I felt I lacked supervision.

Table F17

Student Comments to Question 55 "Would you recommend your doctoral program to others?"

A Yes Enthusiastically  
 B Yes  
 C Probably Not

Student	Year	Major	Category	Choice	Student Comments
1	B	E	Core concept	B	Overall had an opportunity to learn allot from other students. Other people in the core were very knowledgeable. The faculty was also very knowledgeable. I felt like a person not a number.
5	B	E	Core concept	A	Take a group and keep them together (esprit de corp).
13	C	E	Core concept	B.	I like the lock step approach. With everyone going through the core together we students could support each other and as they move on to the dissertation process they are ready to become more independent.
25	B	E	Core concept	A	The core structure is very helpful.
10	B	C	Counseling Interests	C	If you can't leave town then go to Drake, but if you want information, go somewhere else.
22	B	C	Counseling Interests	C	I would not recommend it to those interested in counseling because there is a lack of depth theoretically and also professionally for those entering private practice.
26	B	C	Counseling Interests	C	There is a lack of counseling theory in the program.
17	A	I	Faculty	A	Faculty dedication.
20	B	E	Faculty	B	Complement Drake on quality of many staff members.
21	B	E	Faculty	B	Courses were taught by superintendent in my specialist degree and these courses were very good.
8	C	E	Faculty Student Relationships	A	The program is responsive to the needs of the students.

(table continues)

Student	Year	Major	Category	Choice	Student Comments
12	C	C	Faculty Student Relationships	A	Competent and caring staff.
14	C	C	Faculty Student Relationships	B	Personable program.
15	C	E	Faculty Student Relationships	A	The people were very helpful.
17	A	I	Faculty Student Relationships	A	Faculty Student Relationships.
26	B	C	Faculty Student Relationships	C	I also felt there was not a warm and caring environment.
2	C	E	Good Program	A	The Drake program met my personal criteria regarding practical approach.
5	B	E	Good Program	A	Drake has a practical hands on approach and is less philosophical.
15	C	E	Good Program	A	Because I had a good experience at Drake.
21	B	E	Good Program	B	Drake was doing for me what I wanted it to do.
23	B	E	Good Program	C	The course work was O.K.
27	B	I	Good Program	B	Depending on your speciality Drake's program is as good as any other. EDAD yes -- C&I and Special Ed No.
6	B	E	Good program	A	The program works.
9	B	E	Good program	B	Drake has a good program and I appreciate the small size.
11	B	E	Good program	B	Satisfied with what I've learned.
12	C	C	Good program	A	Satisfying opportunity for growth.
17	A	I	Good program	A	Drake's credentials.
18	A	I	Good program	B	It has a lot to offer. It is a narrow perspective.
24	B	E	Good program	A	Very good program.
4	B	E	Miscellaneous	B	Because it offers a doctorate degree.
23	B	E	Miscellaneous	C	I chose C because of committee problems.
26	B	C	Miscellaneous	C	I felt I lacked supervision.
27	B	I	Miscellaneous	B	Fast.
27	B	I	Miscellaneous	B	Painless in comparison to other programs.

(table continues)

Student	Year	Major	Category	Choice	Student Comments
6	B	E	Organizational improved	A	I've heard rumors that Drake has solved its problems. I understand they have put someone in charge who has taken control.
3	A	I	Organizational improvement	C	If the program has not improved I probably would not recommend it to others.
11	B	E	Organizational improvement	B	Some of the problems are being solved.
13	C	E	Organizational improvement	B	If the disorganization is worked out I would change my B to an A.
20	B	E	Organizational improvement	B	Seen an improvement in the department. There seems to be a movement to make teachers more accountable.
7	B	E	Organizational improvements	B	I feel there have been improvements in the core therefore I chose foil B.
16	A	E	Reputation	A	Drakes reputation.
17	A	I	Reputation	A	Drake's reputation.
2	C	E	Schedule	A	The Drake program met my personal criteria regarding time frame.
5	B	E	Schedule	A	The schedule is designed so you can work full time and still get a doctorate.
7	B	E	Schedule	B	I like being able to work full time and go to school.
16	A	E	Schedule	A	No other institution in the state accommodates full time employed students.
19	A	C	Schedule	A	The weekend classes allows students to work and go to school.
21	B	E	Schedule	B	Drake's program allowed me to work full time and go to school.

Table F18

Student Comments to Question 56 and 57 Respectively "Is there anything else you wish to tell us about your doctoral education at Drake?" "Recommendations"

Student	Year	Major	Category	Student Comments
10	B	C	Classes-Counseling	Provide more theory both depth and breadth (courses would be geared specifically for counselor and courses would be geared toward more theoretical understanding of supervision and graduate courses in psychology.
12	C	C	Classes-Counseling	More focus on counseling in the core.
22	B	C	Classes-Counseling	I feel displeased with the lack professional development Drake offers you as a doctorate in counseling.
19	A	C	Classes-Counseling	A 3-6 hour course specific in the theory and application of clinical supervision not just observation.
26	B	C	Classes-Counseling	Do not combine administrative and counseling programs.
5	B	E	Classes-A Specific one	Statistics course was not well done.
22	B	C	Classes-A Specific one	Students would take inferential statistics during their dissertation ideally take inferential when ready to write Chapter 4. (Probably unrealistic.)
24	B	E	Classes-A Specific one	Professor #2's class was a waste of time. I could have taught that class.
27	B	I	Classes-C&I	Quit the C&I program unless program focuses on C&I.
10	B	C	Classes-Content	An attitudes demonstrated at Drake that concerned me was the deemphasis on use of research and literature to support opinions in class. Using research or literature was put down. Personal opinion is fallible.
27	B	I	Classes-Content	You can derive benefits from the program if you place demands on yourself, but not demand of the program.
14	C	C	Classmate Associations	Support groups for commuters. They need to ventilate to each other. Commuter students need to feel like they belong.

(table continues)

Student	Year	Major	Category	Student Comments
14	C	C	Classmate Associations	Process for commuter students to continue to interact especially during the dissertation process with class interaction is over.
18	A	E	Committee	One of my committee members left for the summer and delayed my dissertation.
14	C	C	Committee	It is my recommendation that advisors not be assigned but that interview process take place where the selection process in a two-way process.
17	A	I	Committee	I got mixed signals from my committee. I would have liked my committee to be in agreement.
23	B	E	Committee	Students should meet with their committee as soon as the committee is appointed, just to meet them and discuss schedules and topics. They should not wait until they are ready to write to contact their committee.
27	B	I	Committee	List of committee members with their expertise from which to choose committee members.
3	A	I	Communication	The students need clear guidelines regarding doctoral expectations
14	C	C	Communication	Communication between the SOE and students to stay informed to changes as they occur, not after the fact.
14	C	C	Communication	Need policy and procedures clearly presented in a handbook.
16	A	E	Communication	Much could be done better regarding communication. There was much confusion due to changes and faculty were skirmishing for power. The results of the confusion was confusion for students in the program. Few seemed to know and those who did claim to know gave incorrect information.
17	A	I	Communication	Handbook needed
25	B	E	Communication	I don't even know who my advisor is since Professor #3's death.
2	C	E	Compliment	Drake definitely produces leaders as evidenced the by people that are products of the program around Iowa.
2	C	E	Compliment	I hope Drake continues the program.
8	C	E	Compliment	Keep up the good work.

(table continues)

Student	Year	Major	Category	Student Comments
10	B	C	Compliment	The professors challenged every thought I had. This was truly enlightening to me.
16	A	E	Compliment	I feel Drake's program is excellent despite a number of changes that took place during my time at Drake.
16	A	E	Compliment	I feel more stability will only make an excellent program stronger.
22	B	C	Compliment	I feel I have had tremendous opportunities at Drake to teach, supervise, and be supervised.
14	C	C	Comprehensives	Since I got no feedback on the comprehensive process, it was not a learning process.
14	C	C	Comprehensives	I would like to have been asked to write on what ever question I choice during the comprehensive process.
5	B	E	Core concept	What's good about the program is you go through with a group of people you keep in contact with.
9	B	E	Core concept	I like the core program concept.
18	A	E	Core Focus	Broader scope of doctoral program.
7	B	E	Department Disorganization	I'm glad to hear of some changes in the program.
13	C	E	Department Disorganization	Solidarity
6	B	E	Dissertation	The class work tied the students to Drake. Now that that part of the core is over, it is real easy not to come back. When you walk out the door after comprehensives you have a feeling of it being over.
6	B	E	Dissertation	I feel dissertation students need to feel a connection to the college. After you make a \$6,000 investment the college offers you very little. Its out the door and down the road.
9	B	E	Dissertation	I would like the dissertation process to require more contact with other students and more accountability.
14	C	C	Dissertation	ABD ongoing interaction on campus. Continue informal meetings with the core group.

(table continues)

Student	Year	Major	Category	Student Comments
1	B	E	Electives	I recommend some course work in the core outside the college of education. The courses I took in my specialist outside SOE gave me an interesting and different perspective of some of the same issues. This added an interesting dimension to my education.
6	B	E	Electives	I would like to see electives in place of internships for those who are already functioning as principals and superintendents or other permanent professional positions.
18	A	E	Electives	Include classes outside the school of education.
7	B	E	Faculty Miscellaneous	I was very disappointed that in my core classes I didn't have an administrator as an instructor. It makes a difference how you look at things. If you never been there you don't understand in the same way.
22	B	C	Faculty Compliment	I would also like to share my appreciation to Professor #1 who has been instrumental to my research and writing of my dissertation. S/he has provided encouragement, support, and recognition of my efforts and has also demonstrated great patience. I have learned a great deal from her/him, not only about experimental design and statistical analysis, but how one learns and grows. S/he has provided for me a very valuable role model as to how one learns. I have also learned the greatness of humility that an ethical teacher has and how a true teacher learns alongside the student. My appreciation and respect to Professor #1.
23	B	E	Faculty availability	Hire enough people so students have access to their advisors and committee chairs. If Drake is going to continue to provide a doctoral program, they need to provide more advisors that have time for the students.
25	B	E	Faculty availability	I feel Drake should hire people to help student in the doctoral process.
26	B	C	Faculty availability	I feel the advisors need to be accessible to students.

(table continues)



Student	Year	Major	Category	Student Comments
26	B	C	Faculty availability	I feel there should be consultants available for statistical help.
13	C	E	Faculty Community relationships	Two years ago Professor #6 came to a meeting and made a good speech about being available to the educators in Iowa. She did not follow through. If s/he was not going to do something about her/his words s/he should not have said them. It simply bred ill will in the educational community. It would have been better if s/he had said nothing.
24	B	E	Faculty Community relationships	Professor #3 was well know n and could push her/his department people but when Drake lost her/him they lost the only person who does that sort of thing. Someone involved in personnel searches for principalships and superintendencies for districts. George Chambers of Iowa pushed his department people into all the open positions.
7	B	E	Faculty quality	I've always done a lot of preparation on my own. I was expecting a lot more from the professors. Its good I had my own resources.
27	B	I	Faculty quality	Drake examine who teacher in doctoral core.
18	A	E	Faculty student relationships	I didn't know what was expected of me from one professor. It seemed to be communicated that you need to read my mind.
10	B	C	Faculty student relationships	Most of Drake's professors were supportive of religious beliefs except for Ray Hock who regularly refuted Christianity.
10	B	C	Faculty student relationships	An attitudes demonstrated at Drake that concerned me was s/he feminist attitude. Because of my gender (Male)I found I had to defend everything I said.
23	B	E	Faculty student relationships	If they are going to have a program the students needs must have first priority.
25	B	E	Faculty student relationships	I think the concept of student advocacy is missing. I feel like they are more against us than for us.
14	C	C	Faculty student relationships	Drake seemed more interested in getting me into the program rather than seeing me through the program.

(table continues)

Student	Year	Major	Category	Student Comments
26	B	C	Faculty student relationships	I feel Drake needs to follow their students closer.
6	B	E	Faculty Turnover	I suggest an effort be made to keep faculty from turning over.
11	B	E	Faculty turnover	Staff turn over is frustrating. Professor #3 died. Professor #5 moved
13	C	E	Faculty turnover	Keep faculty on staff.
23	B	E	Faculty turnover	Drake has a mediocre program that could be excellent if they would invest in a faculty that's committed to stay at Drake.
24	B	E	Faculty turnover	Need to finish staffing and get people who will stay.
20	B	E	Instruction	Assessment fit course objectives.
20	B	E	Instruction	Need course objectives laid out at the beginning.
20	B	E	Instruction	Actively engaged in learning versus passively engaged in learning.
27	B	I	Instruction	Use good teaching techniques
16	A	E	Internships	I appreciated the practical emphasis of the program.
26	B	C	Internships	I feel the internship facilities at the Drake clinic need to be improved: the rooms are not sound proof, there are only two cameras, there are scheduling difficulties, supervision is inadequate.
2	C	E	Miscellaneous	It would be nice if Drake had some scholarships available.
5	B	E	Miscellaneous	I hope I can finish.
13	C	E	Miscellaneous	I feel Drake should do a better job on minimizing the cost difference between doctoral competitors programs. Even though tuition is cheaper at other school, you can go through quicker at Drake which minimizes the costs.
14	C	C	Miscellaneous	Office on campus to provide services to handicapped students. Identify handicapped students and support each other. To become aware of service that exist for them.
20	B	E	Miscellaneous	Do we have a mission that is communicated to students periodically.
24	B	E	Miscellaneous	Upgrade technology at the library
24	B	E	Miscellaneous	Housing on campus for weekenders at reduced rates.

(table continues)

Student	Year	Major	Category	Student Comments
26	B	C	Miscellaneous	I feel the teachers in the cores should be evaluated by the students.
27	B	I	Miscellaneous	Do something about memorial Hall. blackboards, sun not shine on overhead screen
27	B	I	Miscellaneous	Stricter standards of admission
6	B	E	Professor Association	I enjoyed Professor #4 and Professor #2.
1	B	E	Schedule	Appreciate hours classes were scheduled. Convenience was important to me and they were scheduled conveniently.
24	B	E	Schedule	Excellent to start two classes on campus in the summer. If they didn't do two classes at that time it would just mean extra trips to Des Moines.
24	B	E	Schedule	Keep the Friday, Saturday combination; not the Saturday Sunday combination. I realize you make a commitment when you decide to get a doctorate, but Drake needs to remember students have a life.